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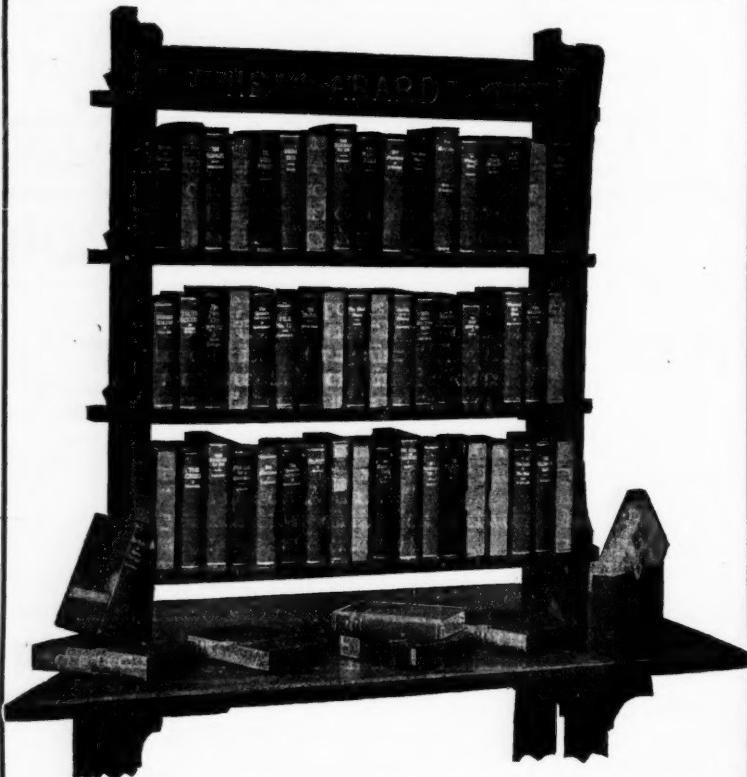
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THE SCHOOL JOURNAL

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Seven Secrets of Success with English Classes.

By FLORENCE ELLIS SHELBY.

- I. Let the pupil correct his own productions.
- II. Suggestions on assigning topics and stimulating individual effort.
- III. Correlation.
- IV. Teach him it is "English."
- V. Some more reasons for untiring criticism of all written work.
- VI. Use of reference books. "Copying" and how to prevent.
- VII. Coming in touch with your class.

When the last column marches out the door and you step back into your dusty deserted room, haven't you, once in a great while, dropped down into your chair and all but cried out for some great loving omniscient teacher to whom *you* might "go to school" and learn how to solve all those perplexing problems that come up daily in the school-room?

But longing for success, and worrying over failures, never helped a body yet. Gorki, that great teacher of the Russian common folk, tells them truly—"Life bestows no charities." If you would teach better and reign supreme in your little monarchy, *get up and do it*. Others have. How? Ah, therein lies your fate. Power and success are no enchantment worked upon men by the mystic wand of chance.

Power comes by growth just as manhood does. Study its principles, think it, practise it—and for your own comfort do not try to measure its increase every twenty-four hours. Remember that it rests absolutely with you, whether or not you take the degree of master in your profession.

And now for a concrete effort: one stride toward the goal. Let us get at some of the difficulties one "runs up against" in teaching language, grammar, and composition.

I. Get the highest possible per cent. of the work done by the pupils.

First: It educates him. A student gets vastly more out of one correction he makes for himself than out of many made by you.

Second: You can then make the final correction of his production much more quickly, leaving yourself more leisure to prepare advance work; and nothing repays the teacher like self-preparation. There follow some practical means of securing from every pupil this personal regard for correctness.

(a) Especially in primary language classes lies the golden opportunity to instill this habit of watchful accuracy so far as his knowledge goes. For the earliest language lessons are usually very fascinating to the child, and more, he is still in that admiring stage when to do just as the teacher does is his greatest ambition. Patiently day by day insist that he sees for himself that his capitals, his periods, his spelling, etc., are beyond criticism.

(b) Be gracious enough to admit the existence of the difficulties seen from the pupil's point of view. He likes you to concede he is doing "hard work."

1. He has no "Answer Book" to fall back upon.

2. It is an exceedingly tedious task where the habit was not formed in first grades.

3. He has difficulty in detecting the mistakes, much more in correcting them.

4. The field of English is still so new to him (even tho he be perhaps an 8th Grader) that he can scarcely bear in mind the subjects he has "been over" in order to base his corrections on the rules.

(c) Frequently illustrate before the class how you "go at it" to correct a sentence or a composition.

1. Mainly by *noticing hard* as you read each sentence.

2. By elimination: that is you say to yourself when going over it, the capitals, the punctuation; the possessives, etc., are all right. Thus one at a time you narrow it down to the thing that is wrong; or perhaps find it perfect in all points you have as yet learned about.

3. Sometimes by reading aloud for the sound and general effect. For instance, the average pupil would catch by ear at once the trouble with this sentence—"These red fragrant big roses are for the crippled poor little boy," or "Them is all mine."

4. This fourth point applies to lessons in any subject, indeed, to life itself. It means character to the boy or girl who cultivates it. *You never dilly-dally* over the work you are trying to correct. Repeatedly call attention to this. Take up a composition some day and say—"I will correct this now as I go along so you can see how I do it." Read, 'John Greenleaf Whittier was a New England man'; then dreamily say to yourself—There ought to be a period. I wonder if I'll ever get to see New England. Wish I could go next vacation on a fine trip—maybe I can go to grandpa's anyhow—but this paper, let me see. 'He was a p-o-i-t.' Poet ought to be p-o-e-t. Spelling is the hardest thing, anyhow. Gracious! I wish I knew those words for to-day. Guess I'll study them awhile before I finish correcting this old composition.

Occasional realistic exhibitions of a poor method will help wonderfully to open their eyes to its folly; and if you can lead even a small minority of your pupils to strive after concentration of attention, the good results of your success in this one matter will go down thru the years.

(d) Save yourself a wearing repetition of words and work by preparing a working outline of the topics passed over.

1. Let this cover simply main points that should be most familiar to your class.

2. Omit all "exceptions," "special cases" etc.; and merely suggest cases thoroly familiar.

Below is a suggestive outline suited to 4th grade.

1. Capitals.
2. Periods and question marks.
3. All the spelling (I can look in dictionary).
4. Words that show possession—apostrophes.
5. Quotation Marks.
6. "Them is" and "don't never", and all such coarse, common mistakes.
7. I am certain that *is, are, was, and were*, are always followed by *he, she, and they*.
8. *To and for* must always be followed by *me, him, her, them, and whom*.
9. Margins and neatness.

Language.

*I can
correct
these points
myself.*

3. Have your outline copied in permanent note books for frequent reference. Be *certain* the careless and procrastinating have it all down.

4. Leave blank pages to add to it from month to month. This makes a good review lesson for one day. But again insist upon it from everyone.

(e) Some working rules to encourage the utmost precaution against mistakes in the first preparation of lesson.

1. Never be sparing of sincere praise. At the same time strenuously avoid making your commendations general or too broad. They thus lose effectiveness. For instance do not say, "It is very good;" "It is very fine;" "That does nicely." Such statements are misleading, because they do not draw specific attention to the point of excellence which is the very thing that the pupil should be learning to pick out; and also, because they leave the conceited pupil to form too high an opinion of his work.

Say rather, "This sentence is excellent because it reads so smoothly"; or, "This possessive is exactly right because it shows that several 'boys' own the 'ship.' I am proud of it." Or again: "This essay is the clearest, most readable one in the class. I must say the 'commas', 'capitals', and 'agreement of verbs with the subjects appear to have gone on a strike; but one very creditable point is that nobody could read it thru without learning something interesting about the 'Fall of Port Arthur.'

Ponder well yourself the distinction between *praise, flattery, faultfinding, and criticism.*

2. Devise ways occasionally for exhibiting to the class the nicest work; especially when some pupil, whose work as a rule is poor, hands in a first class lesson. It is no disadvantage to show the worst specimens occasionally. As a rule mention no names either good or bad.

3. Appoint two of your most untidy pupils some day as a committee to look over the whole pile of composition books (while the class does other work), and select two to be laid in teacher's desk and exhibited to the next visitor. The slovenly worker will be inwardly amazed when his attention is thus brought to the work of his comrades. Be exceedingly careful now to commend publicly even a *slight* improvement in his next efforts.

4. Let the pupil who persistently makes the same error stand and read the incorrect sentence or paragraph. If he fails to find the error, call on others to correct. Just as often as possible call him up on the same point until he begins to know what is coming; and that particular mistake will soon disappear from his work.

5. Positively refuse to grade a lesson handed in with flagrant blunders thruout it. It will be somewhat of a nuisance maybe to hold *yourself* to this rule. But a little perseverance and you'll have fewer occasions to use it and vast help in your own "looking over." No pupil will hanker to remain after hours and rewrite his whole exercise as a regular thing.

6. Another invaluable means of developing their ability to see for themselves that their work is correctly prepared and so to save yourself every possible minute when you come to correct their productions is this—make it your unfailing practice to see that all exercises "handed back" with your corrections and criticisms indicated, shall be re-written, every mistake being corrected. Very largely too, see that these mistakes are simply *indicated*—not corrected—when you go over the papers.

It is wise to use the exercise book for both the first and second efforts right thru the session, always re-writing the old lesson before putting a new one in the book.

There need be no fear of this leading to careless work on the first effort, if you carefully adhere to suggestion (5) above. For few will care to write a

lesson twice before you even correct it, and then a third time after you hand it back.

Attach some special reward of merit for any lesson that does not need to be rewritten.

Your first crying objection to this plan will be time! time!! time!!! But stop and estimate accurately the time required; honestly admitting before you begin your computation that written work is of little or no value from primary to high school unless thoroly criticised by the instructor and more than that—unless the student reviews these criticisms and comprehends the reasons for each.

In the primary classes this method can be used daily during the class hour. From the third grade up it will usually require two lessons, or at least a part of two, to finish up a written lesson. Go over the scheme of your week's English work and see whether it does not after all admit of this re-writing. I feel safe in asserting that no superintendent includes so much in his outline work, by the week; month or term, but that his teachers could, with planning and patience, give their classes this priceless drill.

One composition thus correctly re-written creates self-confidence and real power with the pen, while two or three never really mastered are even a detriment.

And it is not such insignificant normal training for yourself, by the way, to rigidly persevere in a scheme like this, (if you have mentally acknowledged it to be needed), in spite of "time" and back-slidings, until you make it your own. Push your work, or it will push you.

The Use and Abuse of Type Models.

By FREDERICK W. COBURN.

Blocks of wood or plaster have distinctly lost their vogue as drawing models. In many a school-room closet the dust lies thick upon cubes, prisms, and cylinders. In other schools the teachers use them, but in a dead-and-alive, perfunctory way.

Yet the time was when drawing from the type solids was welcomed as a means of extending the kindergarten idea over the whole realm of elementary education. The value of typical form in education has never been questioned by enthusiastic kindergartners. Said Froebel: "It is highly important for the human being that early in life, and even as a child, something normal be given him, as it were, as a connecting and comparing measure extraneous to himself. . . . It is impossible for man to grasp each individual thing in all its relations; but if he now thoroly penetrates and comprehends one single thing, he will thru this at the same time also learn in a measure to understand all things. Thus, if man comprehends fundamentally and in all its relations, the ball, the sphere, the cube (which are indeed only one in three) as representative, as the norm and fundamental perception of all that occupies space, he will thus become capable of recognizing, observing, and handling easily all other things."

In accordance with this thought Froebel developed his well-known theories regarding forms of life, beauty, and knowledge, which he made the subject matter of several gifts. Most of them are exemplified in contemporary kindergarten practice.

But these theories would seem either to be inapplicable to the further education of children or to have been unfortunately tested. Certainly objections, some of them of undoubted strength, have been urged against the practices of the schools in regard to type solids; these we shall do well to consider.

Arguments Against the Use of Type Forms.

As a prime disqualification it is urged that the type solids are uninteresting. Neither children nor teachers care for them. Over the loveliness of a rose

with all its miraculous delicacy and variety one may grow enthusiastic; but over a wooden cylinder, never. In a world of delightful and surprising imperfections, why set before the child the crass stupidity of the mathematically perfect? All is fault that has no fault at all. The variations from regularity are what make for pleasure, for agreeable excitation of the senses. Froebel's theories may have some basis in the ultimate constitution of the universe, but his application of them could not but be inartistic, for he was a German—the scion of a race that in art is sadly to seek, all save only Menzel; and—to paraphrase an old epigram—Menzel's a German.

The fact is, it may be argued further, the type solids are mathematical abstractions and the place for the study of them is the geometry class. About them and their relations the pupil doubtless ought to get a modicum of accurate knowledge. To give just that the science of solid geometry has been evolved. Why mix the mathematical and the artistic?

Furthermore, by relegating the solids to another department, we shall disarm much of the hostility of the professional artists whose opposition to the use of spheres and cubes has been an important factor in their gradual abandonment. The artists as a class object to the type solids, not only as being inartistic in themselves, but as encouraging the children who draw from them in habits which are a menace to freedom of expression.

These blocks are not nature—that is the sum and substance of the whole argument. Nothing like them exists save in the realm of crystallography, and there in no such absolute perfection. Their unwaivering lines and unmodulated planes are abhorred by the sensitive spirit.

Accordingly the type solids are swept into the closet, and a grave educational mistake is committed.

The Justification of the Type Solids.

None of the arguments against the spheres and cubes pauses to consider carefully what they really are. As things the type solids may deserve all that the most supersensitive artist urges against them; yet their educational usefulness may still be unquestioned, when they are considered as symbols of forces. This, indeed, is their ultimate justification, that symbolically they are supreme manifestations of energy. They are more than blocks of wood or lumps of plaster; they are types, each form with its meaning, its philosophical justification. They stand not for things, but for the conditions under which matter occupies space. The ideal static condition is typified by the broad-based pyramid; the sphere presents ideal mobility. The cube symbolizes "each continually developing manifold body." In this sense the forms transcend geometry; they connote more than the segmentation of space; they are indicative of the action of matter in space.

In view of this meaningfulness they have been adopted by the kindergartners everywhere; and so it was intended they should be presented to the classes in the elementary schools. They were given not as a convenient something to begin to draw from, but as a means of filling the mind with accurate concepts of form. It was not merely purposed, as many have seemed to suppose, to follow Ruskin's impossible plan of starting with the drawing of a perfect sphere because it is easiest thing to do, and thence working to the orange and the apple step by step. Nothing short of presentation of a few universal principles was intended—a basing of instruction upon the functional conditions by virtue of which matter occupies space. Says John S. Clark:

"Even the little child can be led to work in this way with great interest and benefit. He can discover thru personal experiment the advantage of strength which is gained by

the stem of the flower growing cylindric rather than thin and flat like a board, and the advantage of immunity from bruises because of having its largest surface rounding rather than made up of a number of plane faces meeting in sharp, breakable edges. Even the little child, after observing that the type cylinder will roll as well as stand fast, readily discovers for himself the reason why pastry 'rolling-pins' and street rollers are made cylindric; why wheels are made like circular slices from a typical cylinder (i. e. circular plinths) rather than square in outline (i. e. square plinths). Grasping the cylinder and contrasting his impressions with those gained when the cube was grasped, he sees still further reason why most pencils, handrails, and other solid things meant to be grasped and clasped are so often made cylindric or nearly so rather than ribbon-like or angular. He learns thru the simple, experimental study of cylindric form and its special appropriateness for supports, conductors and transferers of motion, to see for himself what Froebel called the 'mediation' of the cylinder between the sphere and the cube, and thus to recognize in cylindric forms the stability of the cube united with the mobility of the sphere, the strength of rectilinear form combined with the grace of curvilinear form."

Mr. Berensen's "Tactile Values."

The phrase "tactile values" is one that we hear rather frequently in art circles just now. It refers to certain very real qualities of artistic production; such as form, movement, life, that are not expressed by any one other term. Whatever art seems to appeal to our motor as well as to our visual senses is said to be strong in "tactile values." The rhythmic movement of the marching figures in Mr. St. Gauden's Shaw monument is so marked that one feels an instinctive inclination to fall into step; his Nathan Hale in City Hall Park, New York, is so evidently breathing the vital air that the onlooker draws a deep breath in sympathy. The decorations by Puvis de Chavannes in the staircase of the Boston library, without letting apparent windows into the walls, have given added spaciousness to the space enclosed by them so that one feels one may move about; may breathe more freely in it. In presence of an aspiring campanile we straighten up. The lines of the well constructed chair give a sense of repose even tho we do not sit in it. The ultimate test this is of good decorative art, that it possesses a tactile appeal. In so far forth as it has this quality it rises above mere illustration.*

Now cultivation of feeling for form and movement; that is, of "tactile values," is one of the great present desiderata in art education; and the type solids offer the ideal medium for attaining it. Presented in such way as to exemplify action, movement, the eternal conflict of forces, they become a useful means of training the pupil to appreciation of those very qualities in art which are most highly esteemed; and furthermore no other objects are so well adapted to help in developing this power to give breadth, depth; and solidity to one's creations. Form-study has a place along with perspective and artistic anatomy in the training of students. If lacking in picturesqueness, it is certainly not wanting in usefulness. We do not demand that the problem in perspective shall present all the entertaining variety of an actual landscape, or that the anatomical plate from which the student learns the attachments of muscles shall be a decoration to the page on which it is printed. Both these belong to the realm of science with which the mind needs to be equipped in order that it may create artistically. Those very artists who have objected most vigorously to the use of the type solids are by no means unanimous in condemning the study of formal perspective or structural physiology even when pursued in the most unfruitful way; by copying from the flat. What in the studios is called movement (generally an instance of arrested motion) can be stated very effectively with the solids. Upon a slightly inclined plane, for example, a large sphere may be set, which a small pyramidal wedge holds from rolling off the table and out of the picture.

*Authoritative discussion of this will be found in Bernard Berensen's "Central Painters of the Italian Renaissance."

The static almost overcome by the dynamic, the forceful ball struggling to overleap its bounds and to fulfill its normal function of unceasing revolution—that is the feeling to be expressed, and the success of the pupil will consist in his showing the ability to realize this condition graphically.

Is the slant of the inclined plane too steep or the placing of the wedge defective and its size too insignificant, so that the sphere seems likely to roll incontinently over it? Or, on the other hand, is the ball too firmly lodged in its position? In either event the pupil has failed; he has not adequately rendered a condition of balance in the external world. And the teacher should have little difficulty in proving to him that he has failed; that he has struck a false note. The action of things, the uplift and down-push of masses, their stable or unstable equilibrium; the resulting sensations of weight, levity, and imminent motion—these things the artist gets into his work thru no miracle but simply as the result of close and continued observation. They are indeed the most essential part of the so-called reproduction of visual images. There is no especial virtue in mere representation of the appearance of a face or a waterfall. Only when the artist uses the effect produced upon him by the face or the waterfall as the basis of a creative effort does he achieve strong art—does he come into the same class with Raphael or Ruysdael.

As a help to co-ordinating the tactile and the visual, the kindergarten custom of allowing the children to handle the solids, comparing their dimensions and testing their relative weight, is probably of considerable value in all the elementary classes. Certainly the advanced student, when troubled by weak perception of anatomical form, is greatly assisted by fingering the cast or model. Says Col. F. W. Parker, "The development of the knowledge of form is left fundamentally to the greatest intellectual sense, that of touch."

Possible Abuses of Form Study.

If this tactful point of view is once adopted, if it is realized that study of ideal form is study of the "tactile values" reduced to their lowest terms, any new outcry against the type solids is likely to subside quickly; unless their rehabilitation should be accomplished with attendant abuses. Quite possibly this will be the case, for errors of presentation due to misconception of a fundamentally right idea easily creep into educational practice.

On guard the teacher will need to be continually, lest the drawing from the type solids be regarded as an end rather than as a means of exemplification. It deserves to be co-ordinated closely with the nature drawing and often should be led up to inductively. Constant comparison of the actual objects of nature with their types—the orange and the apple with the sphere, the flower stem and the tree trunk with the cylinder, the mountain peak with the cone, the church spire with the pyramid—will enforce observation of the relation between general and particular. Above all, both the form-study and the nature-drawing must be accepted as preparatory to the real work of art—coequal in importance and neither of prime importance. These two impressions the example of pictorial art ought to give forth, that the appearance of things has been properly rendered, and that the artist's feeling of their impact one upon another has been keen.

An interesting agitation is going on in Germany with regard to the matter of special schools for bright pupils. It was started by Dr. J. Petzoldt, of Spalding, who calls attention to the fact that special schools have already been established in Germany for backward pupils, and advances the proposition that the pupils who are above the average ability are entitled to special treatment also.

Troublesome Pupils.

By SUPT. CHARLES E. STEVENS, Stoneham, Mass.

How to deal with the troublesome boy or girl is a most perplexing problem. What shall we do with the child who persistently and habitually does the wrong thing? Such children are found everywhere; but the percentage of this class is greatest in the cities.

We have been trying to produce minds rather than men, with some success. Science and knowledge has been our study but conduct which shall be active on the side of righteousness has been neglected. We have labored to manufacture machines of learning and have seemed to forget that we are dealing with boys and girls capable of tremendous possibilities of good and evil. But it is time we began to consider most seriously how we can influence the will, the desires, and the emotions; how we can produce noble young men and worthy young women.

We are told that in Massachusetts about 8,000 children under seventeen years of age annually commit offenses serious enough to call for police action. But this is not the whole story of evil. The enforcement of the law is imperfect. If we knew the truth we should discover 8,000 others quite as bad who were not arrested, and probably there were 16,000 others only a degree less wicked than those of the first class.

This is a vital matter and it should make us thoughtful. The education of these children is a failure. The combined effort of their teachers, including those persons who have had a part in influencing their lives has resulted in failure. Instead of becoming useful, self-supporting citizens, many of these will lead useless and perhaps criminal lives. And this is the result of their education, for children are not born wicked; they are made so by their environment.

Children are quickly influenced and act upon the idea of the moment. Their perceptions are vivid; emotions strong, and imagination active, but reason is feeble, judgment is unreliable, and past experience is as yet of little service to them. So they easily make mistakes. But we need to carefully distinguish between acts arising from impulse and acts of deliberate willing. The former may produce harm, but only the latter deserve punishment. Impulsive, unpremeditated acts need attention, but only deliberate acts of wrong-doing call for punishment. These of the latter class are easily detected and call for prompt treatment. If wise corrective measures are applied before such acts become habitual, there is hope. But when these acts become habits and pronounced traits of character, the danger line is near and severe measures are necessary if catastrophe is to be avoided. Lying, dishonesty, disobedience, truancy, street-loafing, and even selfishness, ingratitude, and indolence are signs of danger and indicate the presence of bacteria which, if allowed to grow, may produce tramps, hoodlums, and vagabonds. Teachers and parents are anxious to kill all these germs of disease in order that the moral nature at maturity may be normal, vigorous, and wholesome.

The most important influence in moulding young lives is the home. It should be the pleasantest place on earth for children. In it they should get something more than suitable food, proper clothing and sufficient sleep. There should be much of love, sympathy, wise guidance and helpful training. Children from good homes we expect to be good. But this is not always the case. In these days when children actually spend so little of their time in the company of their parents, the home does not exert that determining influence which it should. Children no longer have a fair share in the responsibilities of the home.

Sometimes the real teacher enters so largely into the life of children as to powerfully influence their

conduct. If she has the power to win and hold their love, if she has a deep and sincere interest in their welfare, if she has such genuine sympathy that she can stand in the place of her pupils and see things as they see them, then they will be better and nobler because of her influence.

But in spite of all efforts to point out the right way, and having removed all obstacles to proper conduct, and having taken into account the limitations of age and personality, there are times when heroic measures are necessary. Nevertheless it is true that the maximum of interest, study, and sympathy on the part of parents and teachers is accompanied by a minimum of child punishment. No rule for punishment can be given, for no one method is best, yet it can be stated positively that the demand for physical punishment of offenders is much stronger than it was several years ago. There appears to be no doubt that in extreme cases the judicial use of corporal punishment succeeds when other methods have failed. Properly administered, it acts as a remedial and a deterrent force. The attention of the offender is called promptly and sharply to the fact that there is an authority with power. But there must be no primitive methods of cruelty, no spirit of revenge, and no punishment when angry.

Teachers who resort to this mode of punishment do so with reluctance and from a sense of duty. If in all cases they had the support and co-operation of the parents the need of punishment would often disappear. A few teachers rarely or never use corporal punishment, but when necessity arises they send the pupils home. This course is preferred by some parents, but it is not favored by all. Several parents have complained because pupils have been sent from

school. They have said they would prefer reasonable corporal punishment in school rather than have their children suspended. The truth is that in some cases one way, in some cases the other way, is to be preferred. Usually the right course will be pursued if parents and teachers confer, having in mind always the welfare of the child.

The most intelligent check on wrong-doing which has ever been given a place in the public schools is manual training.

It may be said that we cannot afford the additional expense. But we always do well to make a profitable business investment. Education is not a charity. It is a moral obligation and a financial transaction. The best education is the most profitable, paying the highest rate of interest. The greater the outlay for education the less will be the cost of caring for crime and criminals. Mr. Spaulding, the secretary of the Massachusetts Prison Association, says that the annual state expense for police, courts and prisons is more than \$5,500,000. These figures will never be less until more money is spent in preventing crime. Some one has said, "Learning the three R's unaccompanied by industrial education is sure to bring about a fourth R—rascality." This may be an extreme statement, but it contains some truth. Certainly if manual training will make our system of education more complete, if it will help to solve the "bad boy" problem, if it is sure to pay, then may we not have it at once? Freely we have received, let us give freely. We would realize in our children all and more than we have attained. We are greatly indebted to our fathers; let us pay the debt in educating our children or we are bankrupt forever.

[From Annual Report.]

A New Course in Geography for Elementary Schools.

As Adopted for the Schools of Paterson, N. J.

This course has been prepared by Supt. William E. Chancellor with the assistance of a geography committee composed of Miss Annie Klingensmith, supervisor of primary instruction, and these principals of Paterson schools: Mr. Albert F. Chadwick, Mr. Martin Hasbrouck, Mr. Lewis A. Bennett, and Miss Elizabeth Eakins. Special acknowledgments are made also to Dr. Frank Webster Smith, principal of the normal school, and to Dr. Willard S. Small, of No. 3.

GENERAL METHOD.

The general method of this course is to present in each half year some definite part of the earth for thorough study; to observe the entire earth systematically from a definite point of view; and to consider the particular geographical topic that gives the point of view. Such a method discovers facts by observation, forms opinion by synthesis, and resolves truths by analysis.

This method involves proceeding topographically in a logical order from near to remote parts of the earth. A psychological order is established by following familiar principles of interest and of association.

The result of this general method is a system of thought. This system approximates a geographical science as closely as is possible in the consideration of a subject of such a miscellaneous and encyclopedic nature as is necessitated by geographical facts and principles.

GENERAL AIMS.

1. While one aim is to provide the learner with a general knowledge of the political geography of the world, this aim is remote and can be reached best by the immediate processes hereinafter indicated.

2. While another aim is to develop the geographic sense, which is partly a matter of spatial relations and topographical principles, and partly of geologic principles, this aim must be subordinated because of

the difficulties involved in the case of pupils too young to understand much of natural science.

3. We have thus disposed of the popular notion of the dominating importance of political geography at all times and ages, and equally of the scientific notion of the similar importance of physiography, and are prepared to consider the educational aim, which is to acquaint the pupil with the earth in its various relations with man as an individual and as a society. This includes such topics as: Industrial geography, transportation on sea and land, manufacturing, mining, agriculture, forestry, irrigation, trade, fishing, hunting, construction, grazing, packing, dairying, political geography, physiography (geologic geography), institutional geography (government, religion, education, society, including social customs), mathematical geography including astronomy, zoological and botanical geography, ethnology and anthropology (races and origins), climatology, historical geography to the extent of explaining the origin of modern conditions and of showing how geography has modified history, and cartography including map or "sailor" geography.

In view of this educational aim, these topics are to be treated not for their intrinsic importance and as ends in themselves, but for their pedagogical values in arousing the interest and developing the intelligence of the pupils.

The purpose of the study of geography is to acquire a systematized body of useful knowledge regarding the world. This knowledge, when composed of clear and vivid ideas of geographical facts, may be welded into a system by evaluation and appreciation of the relation that these facts bear to human life in its various aspects, esthetic, cultural, social, political, and economic. Such a study exercises, trains, and

develops all the mental powers and results in definite culture.

The younger children have greater facility for remembering unrelated subjects than the older children. This is due to the greater plasticity of the minds of the younger children. It follows, therefore, that because their impressions are unrelated, their reasoning is rudimentary and goes little further than the detection of superficial similarities and such casual relations as lie in the sequence of events. As a general proposition, whatever enlists the hearty interest of the pupils, insures a normal development of their mental powers.

Method in geography relies upon the processes of observation, of recording observations, of reading, of organization, of correlating the facts thus acquired, of oral expression in the form of discussion and recitation, of written expression, and of drawing.

In its basic character, the greater part of geography is essentially pictorial. This term is to be understood in two senses: in reference to physical objects, that is things perceived, and in reference to things that are thought, that is mental pictures and concepts formed to represent absent things. A visit to the Passaic river represents the first kind of pictorial work. An imaginary trip down the Amazon represents the second kind. Both kinds are necessary in all grades, the first especially in the lower grades.

Observation should include excursions in order that pupils may study geographical realities. They should register and utilize reports of discovery on the various occasions of class excursions and individual investigation as directed by some personal interest of the pupil. Observation is aided and reinforced by pictures and by books of description and travel, which not only greatly increase interest in geography, but give occasion for cultivating esthetic and sympathetic feelings, and for developing reading habits in lines that appeal to children of the various ages. Observation may be aided also by the use of the moulding-board, which leads easily to the reading of relief maps. With care to preserve proportion, however, when not introduced too early, the moulding-board may do much to develop the sense of location and the understanding of relations. Observation again is reinforced by, and finds natural expression in, various graphic forms,—plans, diagrams, charts, simple outline maps, and outline maps filled in various ways for various purposes, and detailed maps and drawings, all made by pupils. The geographical aim, however, does not lie in the making of the things but in the power thus developed for interpreting the symbolism of maps and for the intelligent study of atlas and gazetteer. Imaginative journeys, in the way of illustrating, form an exceedingly valuable device in summing up a topic or a series of topics, by developing vividness and reality of expression.

The results of all this objective work are to be made the subjects of class discussions, are to be organized into natural unities, and are to be expressed in proper linguistic forms. Thus the pupil learns to think. He gets many points of view for various geographical notions and gains a sense of proportion and of just relations. Broad views and sound judgment necessarily result from a course pursued in this spirit.

Geography should be correlated with other subjects, such as reading, spelling, drawing, arithmetic, science, and especially history. Geography is comparatively meaningless without history; and history, without geography.

In every grade, all these elements of method in some form have their place. The application varies from grade to grade to meet the development of pupils: e. g., graphic work is exemplified in simple diagrams involving direction, location, etc., as early as Grade II; in drawing plans and pictures as early

as Grade III; and in later grades takes the form of more elaborate and detailed maps worked out in symbolic geographic language. Stories and graphic descriptions of natural phenomena, and of animal, vegetable, and mineral life, as related to them, come in the early grades; books of travel and description and pictures of foreign scenes and life fit the later grades. Excursions to the nearest points of vantage for simple observation are adapted to the second grade; excursions to nearby points for more intensive study, and excursions to museums for simple observation, fit the third and fourth grades; excursions to museums, with study of the art and industrial products of countries taken up in the course, come later.

Not all of this work is to be confined to school-rooms or to school hours. A good geography lesson consists in giving vivid and accurate ideas and well-defined notions of the special topic, and in developing interest in it to such a degree that the pupil not only appreciates it, but wishes to know more about it, and to apply it. There is thus opportunity for home work in every grade. This home work may consist of observation, quests for facts, reading or application. Definite suggestions for this work should be given. Usually it is not best to ask pupils to find out general and promiscuous facts about a general topic, but rather they should find specific facts about a specific topic, to be grouped, in the telling, to suit the age of pupils concerned; e. g., stories of the early days of Paterson; influences contributing to the making of London; school life of a Chinese boy, etc.

To carry out this work, the text-book should serve for reference. The initial work should be outlined by the teacher along the lines indicated by the course in geography. Of course, the teacher should not confine himself to any one book. He must gather from all sources, while the pupils will depend primarily upon their text-book and upon notes.

Every grade should have access to teaching material and devices in the various lines noted. The inventory will differ with different grades—e. g., globes, sand boards, pictures, reading material of some variety, excursions, will be prominent in the earlier grades; globes, pictures, reading materials, charts, maps, geographies, excursions (of a different character) will be employed in the higher grades. Pupils are not able to make educational use of the best maps until they have learned the language of maps thru a graded course in graphics. When a pupil uses a map in class, let him really see something, do something, and say something.

Early geographical work begins in a purely objective way with natural phenomena, which are constantly affecting the earth—temperature, wind, sun, clouds, rain, snow, etc., and trains the child in knowledge of direction and location. Simple records of observation are kept in a way most interesting to children. This should be correlated with nature work so that the child may study the effects of these phenomena on animals, vegetable life, and minerals. Certain representatives of these classes are selected for study in Grade I, and the child follows, in a simple manner, the story of their life thru the years. (A mineral has a certain kind of life, tho, of course, it is different from that of a plant.) Pupils of Grade II continue the study of natural phenomena and their relation to life in various forms. Thru excursions and otherwise, they become conversant with the home town, can locate the different objects of interest, and can study, in a simple and general way, the relations of prominent geographical features to the life and history of the city. The work here is objective, but the child is also correlating his ideas and beginning to form judgments based on his knowledge of relations. School study should utilize the spontaneous psychic life of children.

The third grade continues in a more advanced way

the study of natural phenomena. Geography as a special subject begins here with a more advanced and detailed study of the home district from a particular point of view. Excursions and the quest of ideas in the neighborhood give more vivid ideas of the facts desired and their relations to one another and to life. Pupils should give oral and written descriptions of what they have seen, and should also express themselves in the language of drawing. For the pupil, expression completes the idea and gives it reality. To the teacher, it shows what has attracted the pupil most prominently, how far he can control and organize the results of his observation and give them adequate expression, and how far he can observe proportion in representation. Such expression on the part of the pupil should be spontaneous but should manifest the skill acquired by the previous general training in oral and written language and in graphic expression. The teacher thus gains definite insight into the workings of the minds of pupils and into their dominant interests, and knows better where and how to direct the teaching. The teacher may then give definite hints as to preserving values in representation. If these hints in regard to drawing should come before the exercise, spontaneity would be crushed, the drawing would be cramped, and the pupil could never see point to the hint as he sees it now.

From this study of the home district, the pupil is led out rapidly to a similar but much briefer study of larger and larger, more distant and still more distant geographic wholes, from the same point of view, till he comes to the comprehension of a world as a whole, which he studies from the same point of view. He cannot jump at once from knowledge of the home town to complete knowledge of the earth as a whole. New knowledge buds from old knowledge; it is not an isolated creation; it must have some close relation to what precedes.

The work of other grades follows the same plan—a study of a home-whole from a new point of view leading up to a study of a world-whole from the same point of view. In following this general method, the various pedagogical principles and devices previously instanced find a place according to the psychic demands of each period or grade.

Preparatory Course.

Kindergarten Grades I and II.

The general preparation for the geography of Grades III to VIII may be found in the nature study of the lower grades. All classes will be taken upon excursions in the neighborhood of the school in which geographical facts and truths are to be made clearer with each higher grade.

REDWAY, NATURAL ELEMENTARY GEOGRAPHY,
3-4, 20-22, 24-25, 27-28.

FRYE, PRIMARY GEOGRAPHY.

Grade I, pp. 13, 27, 102, 104.

Grade II, pp. 2-19, 79, 84-85, 55-73.

Grade III B.

SUMMARY OF TOPICS.

SPECIAL Paterson	WORLD Comparisons	GENERAL Physiographic types
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Review of the geography of the city of Paterson and its environs from the viewpoint of the school. Maps are to be constructed or drawn showing highland and valley, river, main streets, and important buildings. The section familiar to the school district is to be definitely studied.

The geographic types—mountain, hill, upland, plateau, river, brook, valley, plain, forest, field, lake, pond—are to be developed in the concrete. The first geographical whole, that is, the view of the horizon is to be presented.

The earth as a globe, which is the second geographical whole, is to be developed by the process of enlargement of horizon (as seen from the level, from

the hill top, from the balloon) as well as by its presentation in miniature as a ball in the air (as seen from the moon). The relations of the various parts of the world to each other may be illustrated from child-life, food-supply, animals, household materials, and travel.

NATURAL ELEMENTARY GEOGRAPHY,
pp. 5-12, 14-19, 20-21, 24, 34, 13, 35, 39, 44-50, 52, 57, 70, 77-78.

FRYE'S ELEMENTARY GEOGRAPHY,
pp. 2, 6-16, 20-23, 28-30, (35-53 and 58 for teacher's guidance and general reference). Consult Frye's Grammar School Geography, pp. 2, 4-16.

Grade III A.

SUMMARY OF TOPICS.

SPECIAL Paterson	WORLD Oceans and continents	GENERAL The home and world
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The city of Paterson as a whole, with its parks, industrial plants, railroads, and railways, public buildings,—city hall, library, police station, school-houses, fire engine houses, etc., churches, markets, and commercial buildings, with incidental discussion of their purposes, is to be developed in its cartography and in its history. Familiar distances are to be discussed in the light of motor-ideas (e. g., walking experience), and plotted by scale and points of the compass.

City government is to be discussed, especially concerning the duties of officers.

The earth as a whole is to be presented with reference to its oceans and continents (by name); to plants and animals; to the sun; and to heat-belts. Thru stories of travel by ship and by train, the relation of Paterson to the outside world is to be developed. Contrast and compare the two geographic wholes,—of the home and of the world.

NATURAL ELEMENTARY GEOGRAPHY,
pp. 20-21, 9-13, 17-18, 23-24, 72, 78, 80, 85, 111, 116, 124-125, 135-136.

FRYE'S ELEMENTARY GEOGRAPHY,
pp. 28-34 (parts), 109-114 (parts), 55-108, 144-163 (after globe work.) Consult Frye's Grammar School Geography 14-16, 25-26.

Grade IV B.

SUMMARY OF TOPICS.

SPECIAL Passaic County	WORLD Climates	GENERAL Climate
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The state of New Jersey, its large cities, and in particular Passaic county are to be presented. Maps may be constructed or drawn, showing mountains, rivers, shores, highlands, plains, cities, and location of the states that bound New Jersey.

The physiographic history of the state is to be suggested in the light of such topics as erosion by rain and wind, elevation and subsidence of the earth; glacier actions, forests, etc. The approach to this subject may well be made thru the natural history of our own locality; trap-ridges (vulcanism), valley of the Passaic (erosion), sand and gravel hills (glacier action).

The earth is to be studied with regard to its zones, belts of heat, climates, latitude, winds, rainfall, evaporation, elevation, typical products, and its relation to the solar system.

The relation of New Jersey to the belts of heat; rainfall, winds, zones, climates of the earth; ocean currents, seasons, is to be shown.

Discuss county officers and review city government.

NATURAL ELEMENTARY GEOGRAPHY,
pp. 24-27, 34-40, 41-64, 17-20, 65-70, 73-76, 78-80, 82, 87, 94, 96-97, 98-99, 102-104, 112, 114, 116, 120, 122, 125, 127, 135-136.

FRYE'S ELEMENTARY GEOGRAPHY,
pp. 3-5, 16-17, 20, 24-27, (parts), 31-34, 64-65, 79, 118-121; Supplement III, 55-108, 144-163, (for general reference).

FRYE'S GRAMMAR SCHOOL GEOGRAPHY,
N. J. Supplement, consult also 5-16 (parts), 23-32 (parts), 41-60 (parts).

Grade IV A.

SUMMARY OF TOPICS.

SPECIAL New Jersey	WORLD Great Cities	GENERAL The Great City
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The state of New Jersey is to be reviewed with mention of all counties and with study of the cities and towns of Passaic, Essex, Bergen, and Hudson counties. Maps may be drawn showing the metropolitan district, especially New York, Jersey City, Newark, Passaic, and Paterson.

Direction, distances, and travel-periods are to be developed relating Paterson to New York, Boston, Chicago, St. Louis, Denver, Salt Lake City, San Francisco, New Orleans, Philadelphia, Savannah, London, Constantinople, Calcutta, Manila, Pekin, Rio Janeiro, Valparaiso, Cape Town, Sidney. The suitability of the various regions, where these cities are located, to different industries and occupations is to be developed.

The state government is to be discussed with especial reference to the duties of its more important officers.

The world as a whole from the viewpoint of nations, oceans, continents, in their interrelations with each other; the greatest cities, the most important trade routes, the great ocean currents and trade winds, the chief languages. Review climate, winds, rainfall, ocean currents, heat-belts, elevation, adding new illustrations suggested by the nature of the work assigned. The relations of New Jersey to the United States and of the United States to other nations, as suggested by the distances and directions of these large cities, are to be presented with particular reference to the chief rulers.

NATURAL ELEMENTARY GEOGRAPHY,
p. 36, pp. 23-24, 31-33, 65-70, 77-83, 87-88, 91, 97-98, 100, 108, 113-123, 126-133.

FRYE'S ELEMENTARY GEOGRAPHY,
pp. 64-65, 118-121, Supplement I, II, IV, Globe for distances.
Consult Frye's Grammar School Geography, pp. 59-60, 190-191, N. J. Supplement.

Grade V B.

SUMMARY OF TOPICS.

SPECIAL Eastern States	WORLD The World Ridge	GENERAL Physiographic System
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The United states as a whole will be presented physiographically, its States, coast lines, mountain ranges, lakes, great rivers, cities, railroads. The states by groups and by sections will be presented. Detail study will be given to the region from the Atlantic to the Mississippi north of Mason and Dixon's line. Maps may be drawn of New Jersey, New York, and Pennsylvania, and outline maps showing the mountain ranges, river basins, and great cities of the entire country. Populations of the greatest states (ten) in thousands are to be learned.

The world as a whole may be presented physiographically with especial attention to the world ridges, the continental axis, and the forms, elevations, relative sizes, and relative populations of the continents.

Results of physiographic features upon climate, animal life, industry, and population may be suggested.

NATURAL ADVANCED GEOGRAPHY,
pp. 49-91, 103, 113-117, 145-146, 151-152, 9-18, 20.

FRYE'S ELEMENTARY GEOGRAPHY,
pp. 24-29, 58-70, 115-139, Supplement II-IV, 54-58, 71-108, 144-163 (for general reference).

Grade V A.

SUMMARY OF TOPICS.

SPECIAL The United States	WORLD The Hemisphere	GENERAL Commerce
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The elementary geography of the United States is to be completed. The chief products of the various sections in agriculture, mining, manufacturing, fish-

ing, etc., domestic transportation and trade, relative sizes and populations and common boundary lines of the states are to be studied. The government of the United States, and its general political, religious, cultural, educational, and other social institutions may be presented in outline. Maps may be drawn of the United States in outline with states relatively located and maps of the various sections with boundary lines. Outline maps of the two hemispheres, eastern and western, may be drawn with the most important names. Class collections may be made of products of various regions of the world. The world as a whole may be presented commercially.

The transportation and exchange of the chief products of the various regions of the world, lines of international travel, various governments and social institutions, and the outlying colonies, dependencies, and territories of the United States will be studied.

NATURAL ADVANCED GEOGRAPHY,
pp. 49-91, 41-43, 99-100, 35-37, 142, 153, Geographical Bulletin, p. III 4 B.

FRYE'S ELEMENTARY GEOGRAPHY,
pp. 35-163 (for reference), 70-79, 164, Supplement III, IV, and Special Supplement. Consult Grammar School Geography, 33-60.

Grade VI B.

SUMMARY OF TOPICS.

SPECIAL Western Europe	WORLD Modern World-Empires	GENERAL Intern'l Politics
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Europe will be studied with special reference to government and commerce. Maps may be drawn of western Europe showing physiographic features and political boundaries, etc. The chief attention is to be given to the government products and transportation of western Europe, Great Britain, Norway, Sweden, Denmark, Germany, Netherlands, Belgium, France, Switzerland, Spain. The population of all save the few very small nations and of the most important cities will be studied. The governments throughout Europe may be presented comparatively. Immigration to the United States may be presented in its sources, especially Italy, Austria-Hungary, and Russia.

The relations of commerce to manufacture and to mineral and agricultural products are to be developed.

Note throughout the world, the colonies and dependencies of great Britain, France, Germany, and Holland.

Political and commercial relations of Europe with the rest of the world will be traced. Discuss United States ambassadors, ministers, and consuls.

NATURAL ADVANCED GEOGRAPHY,
pp. 117-126, 128-130, 93-95, 100, 111, 142, 147, 148-149, 152-153.

FRYE'S GRAMMAR SCHOOL GEOGRAPHY,
pp. 19-20, 129-133, 145-159, 190-191.

Grade VI A.

SUMMARY OF TOPICS.

SPECIAL Europe	WORLD Parallelisms and Similarities	GENERAL Maps
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All Europe will be studied physiographically in detail. Complete eastern Europe commercially and politically. Austria-Hungary, Italy, Russia, Turkey, Greece, etc., will be studied. Note the Asian provinces of European nations. Maps may be drawn showing all the important features of Europe, characteristics of the various peoples (nationalities), their industries, etc., of Europe will be presented.

The world as a whole will be studied physiographically in detail. Maps of the continents may be drawn. Comparative climates and other parallelisms and similarities will be shown. General comparisons or races, governments, and religions of mankind.

NATURAL ADVANCED GEOGRAPHY,
pp. 126-133, 136-137, 138-140.

FRYE'S GRAMMAR SCHOOL GEOGRAPHY,
pp. 2-32, 19-21, 33-60, 145-159, 61-87, 137-191, and supplements (for reference).

Grade VII B.

SUMMARY OF TOPICS.

SPECIAL **WORLD** **GENERAL**
 Asia, Africa, Australia Peoples Migrations of Peoples.

Asia, Africa, and Australia will be studied physiographically, followed by accounts of commerce, governments, religions, and other general social institutions. Develop characteristics of the peoples, their industries, customs, costumes, etc. Maps of each continent may be drawn showing all the great general features.

Trace the migrations of peoples, animals, plants, industries, throughout the world, and effects upon their development. Develop these matters particularly in the relation to the United States.

NATURAL ADVANCED GEOGRAPHY,
 pp. 135-153, 57, 100, 105-108, 115-117, 135-136, 146.
 FRYE'S GRAMMAR SCHOOL GEOGRAPHY,
 pp. 20-23, 33-60, 161-189.

Grade VII A.

SUMMARY OF TOPICS.

SPECIAL **WORLD** **GENERAL**
 South America, North Teutonic and Latin Migrations of
 America (except Races. Ideas.
 United States).

South America in detail and North America in detail, except the United States, will be presented physiographically, followed by accounts of commerce government, religion, and other general social institutions. Develop European relations, political and commercial. Emphasize Argentine, Chile, Brazil, Mexico, and Canada, proceeding in this order. Discuss characteristics of the Latin peoples, their industries, customs, etc. Maps may be drawn showing all the great features.

Trace the migrations of institutions, customs, ideas, throughout the world. Show the Hispano-Latin origin of South American institutions as compared with the Anglo-Teutonic origin of those of our own country. Compare the republics of Latin-America with those elsewhere.

NATURAL ADVANCED GEOGRAPHY
 pp. 103-111, 93-100, 28-43.
 FRYE'S GRAMMAR SCHOOL GEOGRAPHY,
 pp. 17-19, 33-90 (for reference), 61-144, (omitting parts referring to the United States in detail).

Magazines for 1906.

These days are not in literature the staid and slow-going times of a decade ago. Then there were few magazines, and these appeared with tolerable regularity sometime around the beginning of the month; now the magazines are as the sands of the sea, appearing at all times, some of them half a month and more before their stated time. Now also the magazine prepares its year's program far in advance, and advises its subscribers by advertising of all kinds as to what they may expect during the coming year in new features of art and letters.

So it is that to the editorial office have come numerous announcements, tastefully arranged booklets and the like, of the prospects of all the magazines for 1906. It is possible to note only a few of the more important features of the more important magazines, so many are they and so detailed are their plans for advance. *Scribner's* promises articles by Thompson Seton; technical works on railways and the like by Charles M. Pepper and Frank J. Sprague; the continuation of "The Diaries and Letters of George Bancroft"; articles on the American Indian, by E. S. Curtis; and several descriptive essays by noted writers. In short fiction come the names of Richard Harding Davis, Kate Douglas Wiggin, Edith Wharton, and Mary R. S. Andrews. The art features are the usual Parrishes, drawings by Frost, Reuterdaal, and Alonzo Kimball, together with others of prominence in the art world.

A new feature of the *Atlantic Monthly* is a series of four articles by specialists which will appear during the year, on the ideal physician, minister, lawyer, and journalist. The theater is to be treated at length—together with "sane finance" and science, and the story department is elaborate. It is all conservative and reliable, of course, with some interesting material to be considered.

The *Century* for 1906 promises some serious material of the same character, such as the "New Light on Abraham Lincoln"; "The Panama Canal"; "A Great Discovery in Egypt," and a series of articles for farmers, papers on travel

Grade VIII B.

SUMMARY OF TOPICS.

SPECIAL **WORLD** **GENERAL**
 United States, The United States, General Physiograph'y
 (Commerce). A World Empire.

The United States is to be studied in detail and in all its geographic relations. Among the topics to be developed are: products and localities, metals and minerals, domestic and international trade lines; manufactures, arts, state boundaries, the larger cities, great rivers and lakes, mountains, etc. Development maps in color may be prepared.

Physiographic review of the world with especial relation to the United States, its colonies, and dependencies. Review also astronomical geography.

pp. 49-91, Geographical Bulletin, pp III-4B, 23-26, 5-7.
 FRYE'S GRAMMAR SCHOOL GEOGRAPHY,
 pp. 2-32 (parts), 42-60 (parts), 61-127, 190-191, Supplement.

Grade VIII A.

SUMMARY OF TOPICS.

SPECIAL **WORLD** **GENERAL**
 United States (Culture). Culture. Material Civilization.

Complete the study of the United States, developing especially government, education, and commerce. Discuss each state with reference to its area, to its population, to its great cities, if any, and to any racial and social problems involved. Compare sections and states with one another. Detail maps of Massachusetts, New York, New Jersey, Pennsylvania, Virginia, Florida, Georgia, Louisiana, Tennessee, Ohio, Missouri, Illinois, Iowa, Colorado, Texas, California, Washington; all to be drawn to the same scale, showing standard geographical features.

Review of the world as to governments, education, commerce, and other great institutions, particularly in relation to the United States. Maps of the continents, drawn to scale, showing most important geographic features.

NATURAL ADVANCED GEOGRAPHY,
 pp. 49-91.
 FRYE'S GRAMMAR SCHOOL GEOGRAPHY,
 pp. 33-41, 59-191 (parts).

in foreign lands, Walt Whitman's "Conversations," and the usually carefully selected *Century* short stories figure in the prospectus. This magazine aims to compass the best current short poems, and for 1906 poems are promised from William Vaughn Moody, John Finley, John Vance Cheney, and Henry Van Dyke.

According to its own words, *Harper's* "will avoid timely articles on graft, crime, sports, politics, and subjects of purely ephemeral newspaper interest. Seven short stories in every number, only one serial at a time, and each issue illustrated with colored pictures—special pictures on travel, adventure, literature, science, art, etc." There we have an idea of *Harper's* plans for 1906. A new novel by Margaret Deland begins in January, which will be followed by one from the pen of Gilbert Parker. Henry James, Mark Twain, and W. D. Howells continue their work, and the list of short story writers is unusually long and comprehensive.

St. Nicholas has grown up considerably in the last twenty winters—by about five years, we should say. In the early days it was for "children"—now it's for "the young folks," and the promise of the coming year holds much for the boy and girl lovers of good stories of the best sort. Continued stories by Ralph Henry Barbour, Captain Hammond, Agnes McClelland Daulton, and many short stories by such writers as Maurice Francis Egan will stand side by side with science and biography in its "boy and girl" form, and the whole will be illustrated and decorated with the customary care of *St. Nicholas*.

"What of *McClure's*?" In train and newspaper, magazine and booklet, this periodical has been telling us over the sign of the dolphin of Carl Schurz, Ida M. Tarbell, Lincoln Steffens, and the others. They will keep up their work in the year to come on civic and municipal fields of activity, or on sketches of character, and the like. And there will be stories by Kipling, Josephine Daskam Bacon, Mrs. Wilson Woodrow, Mrs. Marion Hill, Myra Kelly, Mary Stewart Cutting, and O. Henry.—*Public Opinion*.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

Week ending February 10, 1906.

The mayor of Baltimore has acted wisely in assuring the continuance of the good work begun by the public-spirited school board which has been in control in recent years. A change at this time would have been disheartening to the best friends of the children. A few years more of the present administration will set a standard below which no future rulers will dare to fall.

In the Philadelphia public schools, the flag salute is given every Monday morning by order of Supt. Edward C. Brooks. There are several forms of flag salute employed in various sections of the country. The one in use in Philadelphia is probably, however, the one most widely known. The order of procedure is as follows:

At the command, "Salute the flag," given by the principal or teacher, the pupils stand in their places, with the right hand on the forehead, and repeat in concert the following pledge: "I pledge allegiance to my flag and to the Republic for which it stands; one nation indivisible, with liberty and justice to all." At the word "flag," each pupil takes his hand from his forehead, and with palm up points to the flag displayed in the front of the class-room, usually by a pupil selected as standard bearer. Dr. Brooks urges teachers to be careful to see that the children understand the meaning of the pledge.

Supt. A. B. Poland has persuaded Newark, N. J., that it is a wise policy to increase the facilities for secondary education. The educational spirit of the city is better than it has been for many years. There is a willingness to make sacrifices for the good of the schools.

Dr. Barringer, for a long time superintendent of schools at Newark, N. J., and still in the harness, is a wonderful old man. Tho far beyond the Psalmist's reckoning of the allotment of man's years, he is as young in spirit as if he had but newly entered the educational field. Recently he delivered an after-dinner speech sparkling with wit and good nature. He said he was thankful to have lived so long and still to find now and then an audience willing to listen to him. Long may he prosper!

The retirement of Supt. James A. Foshay from the school field is a distinct loss to public education on the Pacific coast. After previous varied experience Los Angeles appreciated him and would have preferred to continue him in office. But the wear and tear connected with the superintendent's work had drawn heavily upon Dr. Foshay's strength and health and he felt the need of change and rest. The flattering honors and financial inducements held out by a fraternal benevolence association added their persuasiveness and he laid down the scholastic duties. I know he will not think me ungracious in quoting from a letter that has just come to me and in which he says: "I regret exceedingly to leave the work which has become so dear to me, but my health seems to demand it. I shall always have a deep interest in the educational progress of our country, and Los Angeles in particular. My home will continue to be in Los Angeles." Foshay's successor has not yet been elected. Whoever he may be he will find all conditions most favorable to good work in the schools. The educational spirit of Los Angeles is excellent.

If anyone still doubts the spirit ruling the educational leaders of the country he may draw new courage from some of the letters received at this office during the time the United Educational Company's fortunes were in the scales. The sympathy expressed was heartfelt, and several educators to whom money was owed for contributions asked to have their claims canceled on the books. Truly there are places where the dollar is not king. Ideals and human feelings enter considerably into business; at any rate in the educational field.

Intolerance is the arch-enemy of truth. They who stand for the right need not fear error and misrepresentation. They can afford to be patient and wait, and they will see justice triumph sooner or later. Force has never converted anyone. Reasonableness united with a charitable spirit—"sweet reasonableness" as Matthew Arnold calls it—will conquer a world. Intolerance is an unholy mixture of arrogance and self-complacency and hatefulness. It would stop the wheels of progress if it could, and would prohibit the search for wisdom. The law of humanity's growth is inquiry, or call it experiment, or research, or investigation, or whatever else you choose. Thru doubt to conviction is the road to light. The greater the scope accorded to honest doubt the more encouragement there is given to the spread of truth. "Search the Scriptures," was the admonition of the Teacher of Nazareth. Dare to doubt and *win* conviction. Dare to make mistakes if in doing so you only remain true to yourself. Rather utter an error which you hold to be right, than speak a truth which your heart denies. On the other hand, be tolerant of the opinions of others. Regard them as the errors of an honest searcher for the truth and cultivate "sweet reasonableness."

A Far-Sighted Investment.

Indiana leads the sisterhood of States in her attitude toward needy school children. Several places are providing not only school books but suitable clothing and school supplies. The reasonable way is to give the children every facility for acquiring an education. In no other way can society afford them the means for raising themselves above the misery into which they were born. Education is their only salvation. But if the body's needs are not first attended to education cannot do them much good. Sufficient sleep, proper food, adequate clothing, and working tools should be the first consideration. The responsibility for these things rests upon society; where the homes are unable to supply the necessities. After all, society—the State—is the beneficiary. Its welfare rests upon the education of the individuals. Every educated individual is a distinct addition to the wealth of the State. The proper care of the children, physical, moral, and intellectual, is a wise investment. There is no smack of charity about this matter. Indiana's attitude is to be commended. The law on the subject says "that if any parent, guardian, or custodian is too poor to furnish the child with the necessary books or clothing with which to attend school, then the school trustee of the township, or the board of school trustees or commissioners of the city or incorporated town where such parent, guardian, or custodian lives, shall furnish temporary aid for such purpose, which aid shall be allowed and paid upon the certificate of such officers by the board of county commissioners. Such township trustee or board of school trustees or commissioners shall at once make out and file with the county auditor, a full list of the children so aided; and the board of county commissioners at their next meeting shall investigate such cases and make such provision for such children as will enable them to attend school."

New Light on Washington.

What a great soul our Washington was! There is no danger of making too much of his personality in the schools. No nation can boast of a nobler hero. Thru the whole month of February stories of him and his services to our country should be told. There is in them the kind of inspiration which the young are most in need of. In March or April *Teachers Magazine* will begin a serial biography that will supply abundance of material. I was astonished in reading lately what difficulty John Adams had in getting Washington made commander-in-chief. In his "Diary" the second president of the United States tells that John Hancock was very anxious to have the honor, and that the delegates from Virginia were not at all warm in favor of Washington's appointment. John Adams puts it that "even among the delegates from Virginia there were difficulties. The apostolical reasonings among themselves, which should be greatest, were not less energetic among the saints of the Ancient Dominion than they were among us of New England. In several conversations I found more than one very cool about the appointment of Washington, and especially Mr. Pendleton was very clear and full against it." John Adams did not give up, however. "Mr. Washington, who happened to sit near the door, as soon as he heard me allude to him, from his usual modesty darted into the library room. Mr. Hancock, who was our president, which gave me an opportunity to observe his countenance while I was speaking on the state of the colonies, the army at Cambridge, and the enemy, heard me with visible pleasure; but when I came to describe Washington for the commander I never before remarked a more sudden and striking change of countenance. Mortification and resentment were expressed as forcibly as his face could exhibit them. Mr. Samuel Adams seconded the motion, and that did not soften the president's physiognomy at all." Nevertheless Washington became the chosen leader, the noblest, greatest son America has yet given to the world. His life bears studying closely. Nowhere is there an instance where he is found wanting. He seems almost too good to be true. His name heads the history of our country as a Republic. Thank God for that.

Duties of a Public School Nurse.

In a talk before the Registered Nurses' Association of Rochester, N. Y., a few days ago, Miss Lina L. Rogers, supervising nurse of the New York corps of public school nurses, outlined the plans upon which a school nursing service should be organized. Applicants for the position of school nurse, she said, should be interviewed and their credentials investigated by a supervising nurse, who should forward the result of her investigation and her recommendations to the health bureau. The school nurses are responsible in disciplinary matters, in all details outside of medical orders, to the supervising nurse. The supervising nurse is responsible for the general management of the school nursing service and must make a regular report in writing of each nurse's practical ability, punctuality, tact, and other qualifications.

Weekly reports from nurses should be demanded by the supervising nurse and by her examined and transmitted to the chief inspector. Miss Rogers continued: Nurses may be summoned personally to the health bureau upon order of the chief inspector. In questions of difficulty which cannot be settled by the supervising nurse, nurses have the right of appeal to the chief inspector. All such complaints are in writing and give the facts.

Miss Rogers set forth the duties of the supervising nurse as follows:

1. She shall have the entire charge of all the nurses, and be responsible for the efficiency and character of the work performed by each nurse.

2. She shall make all necessary arrangements for the beginning of the nurse's work in the schools.

3. She shall see that the necessary supplies are provided for the nurse at each school.

4. She shall regulate the proper amount of work for each nurse, making whatever changes are necessary. The chief inspector is to be notified at once of any change in schedule.

5. She shall inspect the work of each nurse, as far as possible, or necessary, at intervals.

6. She shall see that a register is kept of the time spent in each school by the nurse thereto assigned.

7. She shall instruct the nurses that they must treat nothing but minor contagious diseases, except that they may render assistance in any case of accident.

As the duties of the school nurse, Miss Rogers gave the following:

1. The school nurse shall receive from the supervising nurse the following information: The schools in which she is to perform her duties; the hours for visiting each school; to whom she shall report in each school.

2. The school nurse on entering school shall report—To the principal of the school, and from the principal obtain a place in which to work; to the medical inspector in charge of school, and arrange with the medical inspector a method for receiving daily report of cases to be visited or treated.

3. The nurse shall keep a record, on her report, of her time of entering and leaving schools.

4. On arriving at school each day, the school nurse shall report to the principal or the principal's representative.

5. She shall record on cards provided for the purpose, the name, age, address, disease, and treatment of each child examined in school. A separate record shall be kept of all excluded children and children to be visited.

6. The names of excluded children shall be obtained each day from the daily list left by the medical inspector in the clerk's desk.

7. All children excluded shall be visited by the school nurses at their homes, if they do not return at the time specified by the medical inspector, except the children excluded for measles, scarlet fever, diphtheria, varicella, pertussis, mumps, shall not be visited by the school nurse.

8. Revisits must be made, if necessary.

9. In visiting homes, instructions shall be given by the school nurse to the mothers, for cleansing heads, and where necessary, the instructions may be practically demonstrated. Whenever necessary, children should be urged to go to a doctor or dispensary for treatment, when they are excluded for diseases that cannot be treated at home by the nurse, or parents.

10. Cases of trachoma shall never be treated by the nurse. All cases of trachoma should be referred and urged to go for treatment to a hospital.

11. Notes shall not in any case be sent to parents. School nurses shall visit homes whenever instruction is necessary.

12. If by reason of illness or other cause the school nurse is unable to attend to her duties, she must notify the Health Bureau at once by telephone, telegram, or special messenger. This notification must be followed within three hours by a written application for leave of absence. When the school nurse is ready to return to duty after leave of absence on account of illness or other cause, she must report in person to the chief inspector at the health bureau, make out a second written application for leave of absence, stating definitely the dates during which she was away from duty, and in case of absence on account of illness, attach to this second application a certificate from her attending physician.

The College Woman and Home Life.

President Seelye, of Smith college, advocates careful comparison between college bred women and their sisters who have not received the so-called higher education. He believes that girls improve physically as well as mentally during the college course; that college graduates are as ready to wed as other women when the right man woos them; and that they are better qualified for wifehood and motherhood. Whether a college woman shall marry or not is her own concern; and if she wants to remain an old maid, she has as good a right to take that course as any other woman. The only advice she needs is that which all girls need—not to make a foolish marriage; to choose wisely, and when a choice is made abide by it loyally for better and for worse

Music in the New York City Schools.

THE NEW COURSE OF STUDY AND SYLLABUS—ADOPTED BY THE BOARD OF SUPERINTENDENTS, OCT., 1905.
 (Continued from THE SCHOOL JOURNAL of February 3.)

Grade 4 A.

Course of Study:—Rote songs appropriate to the grade; sight singing applied to easy songs in place of exercises; study of the keys of F, G, and B flat, with their signatures; six-part measure in slow tempo; study of the divided beat; introduction of sharp four; writing from dictation melodic scale progressions in short phrases.

SYLLABUS.

The keys of F, G, and B flat should be taught in a manner similar to that used in the preceding grade.

The study of six-part measure in slow tempo should be introduced, and the measure words, "loud, soft, soft, light, soft, soft," should be applied. The use of exercises and songs in the keys studied in previous grade, and in two, three, and four-part measure, should be continued.

The division of the metrical unit (the quarter-note) into two equal parts should be taught, and two eighth notes to the beat should be introduced in exercises and songs. The teacher in beating time for these should employ a moderately slow tempo. It is essential, however, that the beats representing the quarter-notes should not grow slower when eighth-notes are introduced.

Sharp four should be introduced from the tone above (5, sharp 4, 5), and compared with 8, 7, 8, on the same pitch. Exercises in tone relationship, in which sharp 4 is used, in combination with scale tones, should be given. Songs and exercises employing sharp 4 should be used.

Exercises in writing the scales with their signatures should be given.

Grade 4 B.

Course of Study:—Thoro review of the preceding work; study of the keys of A, A flat, and E, with their signatures; introduction of flat 7; song singing at sight from books.

SYLLABUS.

The review should embrace every step from the first exercises in tone relationship. New exercises and song material should be used, in order that the interest of the pupils may be maintained and that mere rote singing of the exercises learned in former grades may be prevented.

The keys of A, A flat, and E should be taught in a manner similar to that used in the preceding grades. Flat seven from the tone below should be introduced and compared with 3, 4, 3, on the same pitch, and also from the tone above and compared with 5, 4, 3. Dictation and ear tests on flat 7 should be given and it should be used in songs and exercises for reading.

Pupils should sing songs at sight without first using "singing names." Difficult intervals should be prepared by preliminary drill. From this grade on, some substantial portion of every new song should be made the basis of work in sight singing.

Grade 5 A.

Course of Study:—Development of chromatic tones as they occur in songs and melodic exercises; continuation of the study of the nine ordinary keys with their signatures; the dotted-quarter-note in two-part, three-part, and four-part measure; explanation of the meaning and use of all signs of expression and of phrasing as they occur; writing easy melodic phrases from hearing.

SYLLABUS.

Any and all chromatic tones may be developed in accordance with the method employed in teaching sharp-four and flat-seven. No regular order need be followed, but the chromatic tones should be taught

as they occur in the songs or exercises of the grade.

The sight singing material should be so selected as to vary the keys constantly. In case it should be found necessary to sing songs in the keys of B or D flat major, keys which have not yet been regularly introduced, the pitch names and signatures may be taught as they occur. The reading in these keys will offer no difficulty to the pupils, inasmuch as the position of the degrees on the staff corresponds exactly with those of the keys of B flat and D, respectively.

The dotted quarter and eighth in 2-4, 3-4, and 4-4 time should be development by synthetic and analytic methods. Frequent drills should be given and applications made in sight reading.

The exercises in writing from hearing should include melodic phrases in different keys, and in any of the rhythms hitherto studied. After being written, such exercises may be sung by the pupils.

Grade 5 B.

Course of Study:—Development of rhythm, including syncopations and subdivisions of the metrical unit into three parts (triplets) and four parts in various forms; writing of scales with their signatures, employing different rhythms; song interpretation.

SYLLABUS.

Special attention should be given to the study and thoro practice of rhythm, including the various forms of syncopation and the subdivision of the metrical unit into three and four parts. These subdivisions should be explained analytically and practised in the various forms in which they may appear. Pupils should learn to recognize quickly the notes which fall on the beats. They should grasp the meaning of the song and the spirit of its melody, and should be encouraged to interpret songs.

In this and in all succeeding grades the daily practice of suitable vocal exercises should be continued. The compass of the voice may be carefully extended, using extremes of pitch but seldom. Dictation, ear training, and practice in intervals and rhythm should be continued.

Grade 6 A.

Course of Study:—Development of the minor scale; songs for two voice-parts; writing of easy melodies from hearing.

SYLLABUS.

The minor scale should be developed from the natural form (6 to 6 of the major scale), adding sharp-five for the harmonic minor and sharp-four, sharp-five, for the melodic minor, ascending form. Dictation exercises should be given in all three forms, and exercises and songs should be used in minor keys. Very easy melodies may now be given for exercises in writing from hearing.

Grade 6 B.

Course of Study:—Sight singing in unison and two voice-parts, also in three parts where possible, with voices classified, if changing; chromatic tones approached by skips; writing of melodies from hearing.

SYLLABUS.

The voices should be classified, if changing; boys with changed or changing voices should be grouped in the front, and should be encouraged to sing a suitable part within a limited range.

Chromatic tones should be approached from any tone of the scale. Dictation exercises introducing these skips may be introduced in the following manner: I-3-*2-3; 4-*2-3; 5-*2-3; etc.

Exercises in writing should be continued. Ascending chromatic tones should be preceded by the next scale tone above, the descending chromatic tones by the next scale tone below, except flat-seven which may be preceded by the tone next above or below.

Sight singing should be continued diligently.

Grade 7 A.

Course of Study:—Study of diatonic intervals as such; the construction of the major scale; general review of all preceding work.

SYLLABUS.

The knowledge of intervals as such should now be applied to the construction of the major scale in accordance with the intervals which form the successive steps.

The review should include practice in all the melodic and rhythmic features studied during the two preceding years. Songs in three voice-parts should be studied as well as unison and two-part songs. The voices should be carefully classified for part-singing and pupils should be seated accordingly. Boys with changed voices should be given an easy bass part.

Grade 7 B.

Course of Study:—Songs in unison, two voice-part and three voice-part singing with classified voices; exercises in singing, using bass clef; writing of diatonic intervals from hearing; construction of the minor scale.

SYLLABUS.

Voices should be classified and care should be used in the treatment of changed voices. The bass clef, showing the change in pitch names of the staff degrees, should be introduced. Easy examples in the bass clef should be used.

Intervals should be dictated and written from hearing. The construction of the minor scale should be determined by establishing the intervals which form the successive steps.

Grade 8 A.

Course of Study:—Sight singing of songs in unison, and in two voice-parts and three voice-parts with words.

SYLLABUS.

The voices should be classified and special attention should be given to changing and changed voices. Breathing exercises and vocal exercises appropriate to the different voices should be given. Song interpretation and part singing should receive much care.

The pupils of this grade are likely to have developed the voice range and quality which make it desirable to place them permanently into the soprano, alto, or bass parts. In the case of boys whose voices are in process of changing, great care should be taken not to permit their voices to be strained. Such boys should sing very gently within a limited range suited to their ability, and should be seated in a group in the front.

Grade 8 B.

Course of Study:—Sight singing continued; special attention to changed voices; song interpretation.

SYLLABUS.

The voices should be classified and breathing exercises and appropriate vocal exercises should be given. Special attention should be paid to artistic interpretation.



Philosopher's Stone in 1906.

Prof. Frederick Soddy of the University of Glasgow believes that gold, like radium, is produced by nature from some other element, perhaps lead. Also that gold is gradually changing and producing "offspring elements" of its own.

"Eighteen months ago," he says, "after my visits to the gold deposits of western Australia and New

Zealand, I became convinced that in all probability gold, like radium, is at once the product of some other parent element and is itself changing to produce offspring elements, so that its quantity, and hence its value, is fixed simply as the ratio of these two rates of change."

For a long time Professor Soddy has been experimenting on ancient gold, and has found evidence of helium in many nuggets. The testing of the spontaneous production of gold or silver by lead, is a most important question from an economic point of view. Such a discovery would not only exert a powerful influence, he says, "on the trend of philosophic thought, but would also reduce the doctrine of bimetallism and the theory of currency to a branch of physical science, while in the mining industry the results would possess a fundamental significance.

"It is wonderful," he continues, "to reflect that mankind for thousands of years has been passionately and determinedly engaged in the search for gold, not on account of its inherently useful qualities, but because of its scarcity. The history of this search has always been rewarded by about the same qualified measure of success, never with such success that the value of gold has been seriously depreciated. The common saying that about the same amount of gold has to be put into the earth in order to dig it out holds an economic, and probably a scientific truth.

"It is a good thing that this is so, for consider what would be the effect of the sudden discovery in any one place of a really large quantity of gold! There seems no doubt that utter chaos would ensue in the commercial world, which might involve, before it was got under control, a rearrangement of the map of the world. Since nothing of this sort has ever happened, despite the centuries of frantic search, it seems fair to assume that such a vast deposit would violate a law of nature and does not exist.

"I confess to a feeling of impatience in my experiments on such small quantities of gold as I can purchase," continues Professor Soddy, "when, disintegrating at the same rate, if disintegrating at all, tons of gold are lying useless in the national bank, their secret—possibly one that it much concerns the race to know—guarded from knowledge by every cunning invention that the art of man may devise. I confess to a sense of indignation that I should have to purchase for my experiments coins and other objects of moderate antiquity, when within the walls of the national museum lie—mere relics as they at present are—one of the finest collections in existence, capable of affording evidence, perhaps, of a longer history than any dreamed of by the antiquarian, and guarded by those who cannot interpret the cipher, and who, officially, at least, are unaware of its existence. Surely considerations of this character are worthy of the attention of the nation."



Cost of University Study in the United States and Europe.

The *Hochschul-Nachrichten* (Munich) quotes President Pritchett of the Boston Polytechnic institute who computed the annual costs of the university for every student as follows:

Princeton, \$335; Harvard, \$306; University of California \$279; Columbia \$270; Yale, \$225; University of Pennsylvania \$241; University of Illinois \$223; University of Wisconsin \$209; Brown \$192; University of Michigan \$180; University of Nebraska \$167, University of Minnesota \$128.

The same journal computes the annual cost of European universities to be per student, as follows: Leipzig \$170; Edinburgh \$158; Bonn \$123; Vienna \$76; Paris \$72, Berlin \$62.

L. R. KLEMM.

U. S. Bureau of Education.

National Educational Association.

University Education in California.

By F. B. DRESSLAR.

A real university is a place where scholars and students work together for the preservation and advancement of science and art, of literature and religion, of power and skill, to the end that humanity may profit thereby. Hence the ideals that prevail in university work are never selfish, for learning is incomplete unless it includes the outlook to life. And this is the reason that modern universities, especially those of the West, are dealing with so many subjects which found no place in college work a few years ago. The demand is, that we must know more about all legitimate interests in life, so that we may be able to do more, and to do it better. In the colleges of earlier times, learning was looked upon as a sort of accomplishment, or at best as useful only for special classes. In modern days the spirit of learning looks out upon life and asks "Where can I help and how may I render the best service?" Many people, however, who prate much about practical education limit the word practical to mere "bread and butter" industries. They minimize culture and magnify power. They shift the joy of life from a sense of spiritual fitness and worth to a love of external accomplishment. They forget that the most practical man is he who lives a life worth the living; who puts the emphasis upon conduct and upon a wisdom which aids and inspires better conduct.

California is fortunate in having within her borders many excellent colleges where culture and personal worth, as well as practical efficiency in the narrower sense, are accounted as essential elements in a liberal education. But the state is especially proud of its two great universities, the Leland Stanford Junior university at Palo Alto and the University of California at Berkeley.

They each offer excellent opportunities for graduate work leading to higher degrees and their courses are open alike to men and women; they are both members of the Association of American Universities and are rapidly acquiring great libraries and historic treasures in anthropology, art, and literature. They occupy a unique position in that California is the meeting place of Oriental and Occidental civilizations.

In the numbers of students they rank high. At the University of California there have been registered during the year in all the colleges 3,631 students. They hail from all parts of our country as well as from many other countries; the majority, of course, being residents of California.

At either institution the students are offered opportunity to do undergraduate and graduate work; under scholarly guidance, in the following departments of learning: Greek, Latin, Germanic, Romanic, and English languages, and literatures; in history, economics, and law; in philosophy, political science, and education; in mathematics, physics, and chemistry; in zoology, botany, and geology; in physiology, anatomy, histology, and hygiene; in mining, mechanical, civil, and electrical engineering.

In addition to these, the University of California offers graduate and undergraduate courses in commerce, anthropology, linguistics, Semitic, Oriental, and Slavic languages and literatures; agriculture in all its branches, irrigation, architecture, fine arts, medicine, dentistry, and pharmacy. These general subjects, it must be said, are but bare outlines, for each one resolves itself into many branches.

In addition to the opportunities offered at Berkeley and Palo Alto, the University of California has organized and is maintaining a department of university extension work, in which men are employed to go to the people and serve them along lines in which they are seeking help.

Nowhere in the country is there a closer contact between university investigations and practical agriculture than is found in California. In short, these universities, especially the University of California, are called on daily to help the people solve the practical difficulties met with in all lines of endeavor. They are veritable servants of the people. And yet, with all of this direct help to offer, there is still the feeling that this is not all, nor even the most important work a university has to perform.

All universities which undertake to train men for special efficiency must see to it that true culture and a sincere sense of honor are not only held in the highest esteem, but urged upon all and upheld with a sense of genuine patriotism and religious conviction. Universities have gained much in their changed attitude toward daily needs in practical affairs, but along with this there must go a continued and deepened respect for the things of the spirit. As efficiency increases, moral responsibility increases and righteous living has a larger field of usefulness.

The most practical problem in education and business is one and the same problem—how can we develop better men and make them more efficient? If the love of truth and insight into nature and the esteem of justice and purity among men are the results of true culture, nowhere is culture more needed than in the busy walks of life. A young man just starting in business remarked, not long since, that it was necessary to tell many lies each day in order to succeed, for he could not successfully compete on any other basis. If this be true, the highest type of both honor and integrity, learning and insight, should be brought into immediate and vital touch with business life. It is comparatively easy for a preacher or a teacher to be honorable, but the best fortified men are needed to withstand the temptations of business life and correct the evils consequent upon the low standards of ethics so threateningly prevalent in commercial life.

Judged by the quality and quantity of original contributions to knowledge put forth, our universities are making enviable records. Despite the fact that most of the professors are called on to do a great deal of routine teaching and to handle large classes, each one, with few exceptions, is engaged in research work and feels it his duty not only to himself but to his students and the university to extend the boundaries of knowledge. Much of this work is made public thru the columns of the various scientific, professional, and literary magazines, the rest thru books and the various series of bulletins printed at the universities.

For those who wish to engage in research work in botany, zoology, astronomy, agriculture, irrigation, mining, engineering, geology, paleontology; West coast history, Indian languages and customs; California offers peculiar advantages. But what is being done in research to-day is, we trust, only an earnest of what we may rightfully and hopefully expect to-morrow.

THE SCHOOL JOURNAL

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THE SCHOOL JOURNAL is entered as second-class matter at the Elizabeth, N. J. Post-Office.

In the World of Literature and Art.

Mrs. Jessamy Harte Steele, the daughter of Bret Harte, is now in this country giving readings from her father's works. She is being much entertained in Boston, and was recently given a reception at the home of Mrs. James T. Fields. In her readings in drawing rooms and halls Mrs. Steele gives selections from her father's stories, with dramatic impersonations of the characters, and sings some of his poems that have been set to music, playing her own accompaniments.

Mr. Arthur Stringer has dedicated his new book, "Lonely O'Malley," to little Miss Dorothy Wilde Siegel, the step-daughter of Mr. Henry Siegel, and has presented her with a specially illuminated copy, bound in white and gold. The story is suspected to contain some of Mr. Stringer's experiences as a boy.

Theodore Starrett, president of the largest building construction company in America, is the author of a striking story about the new Washington Railroad Terminal which appeared in the December *Architectural Record*.

The interest of English readers in the dramatic life of the American West of "cowboy times" is indicated by the forthcoming publication of Alfred Henry Lewis's "Sunset Trail" in England, which A. S. Barnes & Co. have just arranged.

The new edition of Champlin's "Young Folks' Encyclopedia of Common Things," which Henry Holt & Co. will publish at once, has much fresh material. There are new articles on such subjects as automobiles, electricity, colleges, and college colors, the airship, submarines, gas engines, the railroad, telegraph, telephone, turbine, and vacuum tubes, wood carving &c. The illustrations also include many new ones, while much of the text has been rewritten.

A new life of J. F. Millet, by Richard Muther, has just been added to the Langham Series of Art Monographs. It is an exceedingly attractive volume, and is a reasonable, satisfactory, and discriminating essay. Mr. Muther realizes clearly the weaker side of Millet's genius, but it only serves to give more weight to his warm and understanding appreciation of the great qualities of the artist. There are twelve illustrations, reproduced in half tone, taken both from the paintings and the drawings.

Augustine Birrell's new book of essays, "In the Name of the Bodleian and Other Essays," is the most entertaining volume of this delightful variety that has appeared since his "Obiter Dicta." It is full of things interesting and picturesque. Quaint and amusing stories, bits of information, and humorous comment on men and things carry one from page to page with the agreeable feeling as of listening to the man himself. Mr. Birrell is happy in illustrating his points with good stories. In his "Librarians at Play" is the following: "Only the day before yesterday," the delegate said, "on the Calais boat I was introduced to a world-famed military officer who, when he understood I had some connection with the Library Association, exclaimed: 'Why, you're just the man I want! I have been anxious of late about my man, old Atkins. You see the old boy, with a stoop, sheltering behind the funnel? Poor old beggar, quite past his work, but faithful as a dog. It has just occurred to me that if you could shoo him into some snug library in the country, I'd be awfully grateful to you. His one fault is his fondness for reading, and so a library would be just the thing.'"

One of the best chapters in J. Hopkinson Smith's book, "The Mock Fire in No. 3" is on the "Gentle Art of Dining," and it contains many stories of good dinners and good cheer. One of them which seems to have caught the fancy of more people than any other is a description of a dinner at an inn on Long Island where bluefish, steak, and the necessary drinkables were the backbone of the fare. This dinner—which is described in a way that makes it perfectly obvious that the man who wrote about it afterward had eaten it first—did really take place under just about the circumstances described. It was a dinner of the Tile Club and a dinner which was eaten by such men and artists as Chase, Vedder, Dielman, Abbey, Rhinehart, and others of their kind. The sketches which they all made of their host, "Uncle Jesse Conklin," during his nap after supper still hang on the walls of the little inn, tho Uncle Jesse himself is no longer there to glory in them.

The legend that Poe wrote "The Raven" in the Fordham cottage in New York was supported for a time by the exhibition of a stuffed raven at one end, but the legend is set at rest in the introduction in the unique four-volume India Paper Edition of Poe's works recently published by A. S. Barnes & Co. It appears that "The Raven" was published in 1845, and it was not until 1846 that Poe took up his residence in the Fordham cottage, where he lived from 1846 to 1849. It was in the Fordham cottage, however, that Poe wrote "The Bells" and "Annabel Lee" and other poetry, as well as some of his prose tales.

One of the most promising young artists in England is Arthur Rackham, whose remarkable work in water-color has

recently brought him to the front rank of the water-colorists in great Britain. The first work of his to appear in any American magazine is seven drawings for a story in the January *Scarbner*, and they are excellent examples of his characteristic method. The *Studio* said of him: "We have no one who can quite be compared with him, no one who uses his particular executive method with a tithe of his ability or approaches him in fanciful originality. Nor is there any of his predecessors who can be said to have shown him the way to work the unusual pictorial vein that is providing him with such ample material. Mr. Rackham has found for himself the field in which he is now laboring with conspicuous success, and has developed with delightful ingenuity and absolutely personal style. He owes his position to his special endowment of quaint imagination and to a rare understanding of the executive devices by which his fancies can be made properly credible. Perhaps the nearest to him was Mr. Richard Doyle, but Mr. Rackham surpasses even that master of fanciful contrivance in the richness and strength of his work."

In Mr. Andrew Lang's volume of "New Collected Rhymes" says the New York *Tribune* he addresses a "remonstrance" to certain lady novelists, concerning whose work he declares that "the soul of no man understands, Why the grubby is always the moral, Why the nasty's preferred to the nice." He ends for a plea for the old romance:

There are cakes, there is ale—ay, and ginger
Shall be hot in the mouth, as of old;
And a villain with cloak and with whinger,
And a hero, in armor of gold,
And a maid with a face like a lily,
With a heart that is stainless and gay,
Make a tale worth a world of the silly,
Sad trash of to-day!

With the year 1908, the old College Requirement list goes out of effect and a new schedule appears, retaining a large proportion of old favorites and making many attractive substitutions and additions. No secondary school can now complain that its course in preparatory English is confined by the arbitrary limitations of a higher authority. The new list offers a broad choice from among the masterpieces of English and American literature, ranging in poetry from Chaucer in the 14th century to Browning in the 19th century, and in prose from "Pilgrim's Progress," 1678, to Emerson's "Essays," 1840-75.

The schedule presents also a new face. The books are now arranged in groups, on the double basis, so far as is possible, of chronology and literary form. For example, in Group I appears the greatest dramatic poetry of the Elizabethan age; in Group III, the narrative and lyric poetry of the early writers in Group VI, the later narrative and lyric poetry; in Group IV, the novel and the history of its development may be studied; in Group V, the essay, etc. The study list offers material for the study of the argumentative and the panegyric oration, the critical essay, lyric, and dramatic poetry. Of the 48 titles on the new College Requirement list, Houghton, Mifflin & Co. publish 43 in the Riverside Literature series.

Tendencies in Modern Book-Buying.

A veteran book-seller, looking back over a wide experience of many years, recently made the statement that if the class of books sold is a reliable indication, the last three years show a remarkable increase in the intellectual life of America. Not only have business and professional men come to be reckoned in great numbers among book-buyers, but the large clientele of women readers has now come to prefer a well-written story of only moderate interest to a badly written romance, no matter how absorbing the theme may be. Among other signs of the times he finds a growing appreciation of really good poetry; a tendency to pay more attention to book reviews in periodicals of acknowledged standing; and a demand for books of serious import to "read in" instead of "reading thru." Then, too, people are using their own judgment more, and the popularity of an author is coming to rest more and more on merit alone. "Judged by the size and constancy of sales, however, only one American writer can claim national popularity," he continues, "and he is Mark Twain. Everybody reads his old books and anything new he writes finds an instant demand. He seems to touch the spring of human interest. Boys and girls, men and women, all read Mark Twain. When you think of him with that fact in mind, you will begin to see that he has gotten closer to the hearts of people than any writer since Charles Dickens. 'Huckleberry Finn' is more than a humorous story; it is the immortal monograph on the American boy, and in my opinion it goes a long way toward putting Mark Twain on the same footing as the creators of Tom Jones, Don Quixote, Uncle Toby, and Mr. Micawber."

Rheumatism in all its forms is promptly and permanently cured by Hood's Sarsaparilla, which neutralizes acidity of the blood.

The February Magazines—Articles of Special Interest to Teachers.

THE CENTURY.

"The Portraits of Keats," William Sharp; "Saving California's Fruit Crops," W. S. Harwood; "Lincoln the Lawyer," Frederick T. Hill; "The President and the Railroads," Charles A. Prouty.

HARPER'S MAGAZINE.

"Shakespeare's Julius Caesar," Harold Hodge; "What is a Comet?" William H. Pickering; "Schoolmastering the Speech," Thomas R. Lounsbury.

SCRIBNER'S MAGAZINE.

"Joseph Jefferson at Work and Play," Francis Wilson; "The New China," Thomas F. Milliard.

ATLANTIC MONTHLY.

"Exploration," N. S. Shaler; "The United States Senate," William Everett; "The Statesmanship of Turgot—I," Andrew D. White; "Pianists Now and Then," W. J. Henderson; "The Charm of Ike Marvel," Annie R. Marble; "Industrial Securities as Investments," Charles A. Conant; "The Telephone Movement: Another Point of View," Jesse W. Weik.

MC CLURE'S MAGAZINE.

"Two Years in the Arctic," Anthony Fiala; "The Day of Precious Penalties," Marion Hill; "Reminiscences of a Long Life," Carl Schurz; "Railroads on Trial," Ray S. Baker.

APPLETON'S BOOKLOVERS.

"The Macedonian Question," Constantine Menelas; "Franklin and the French Intriguers," Mary Caroline Crawford; "Japan: Our New Rival in the East. IV.," Harold Bolce.

THE NORTH AMERICAN REVIEW.

"Is the United States Prepared for War?" Frederic L. Huldekooper; "Elasticity of Written Constitutions," Hannis Taylor; "Japan's Elder Statesmen," The Rev. W. Eliot Griffis; "The First American Imperialist," W. S. Rossiter.

COUNTRY LIFE IN AMERICA.

"How I Built My Own Country House," Julian Burroughs; "A Winter Vacation that Paid for Itself," Kenneth Goldthwaite.

AMERICAN ILLUSTRATED.

"The Square Deal With Children," Henry K. Webster.

THE CRITIC.

"The Making of Books," Francis Grierson; "A Concord Notebook," F. B. Sanborn; "What We Read to Children," Adele M. Shaw.

REVIEW OF REVIEWS.

"How Science Helps Industry in Germany," Pres. Henry S. Pritchett; "President Harper of the University of Chicago," Pres. John H. Finley; "Chancellor B. Hill, of the University of Georgia," Albert Shaw.

GARDEN MAGAZINE.

"Orchard Fruits in a Rented Garden," William C. McCollom; "The Child's Garden," Walter R. Beavis.

ARCHITECTURAL RECORD.

"Parisian Doorways of the Eighteenth Century," Russell Sturgis; "An Architectural Oasis."

COSMOPOLITAN.

"The Money Power and Our Next Great President," Ernest Crosby.

LIPPINCOTT'S.

"Motherhood," Sara Simmons.

THE BOOKMAN.

"A Dumas Portfolio. Part II. The Personal Dumas," Harry Spurr; "Ibsen the Playwright," Brander Matthews; "Twenty Years of the Republic," Harry Thurston Peck; "The Noblest of Professions," H. W. Boynton.

THE WORLD'S WORK.

"How May a Woman Invest a Small Sum?" "Frank Damrosch, and a Great School of Music," E. N. Vallandigham; "The Senate—of 'Special Interest,'" Henry B. Needham; "The Life Insurance Remedy—IV." Q. P.; "Japan Since the War," Mary C. Fraser.

ST. NICHOLAS.

"The Boys' Life of Abraham Lincoln" Helen Nicolay.

THE TECHNICAL WORLD.

"Blue Electric Light as an Anesthetic," Frank C. Perkins.

FOUR-TRACK NEWS.

"The Knitting of the Manhattan Stocking," Bertha H. Smith; "Old King's Chapel," S. Harry Ferris; "Garfield's Old Ohio Home," S. T. Willis.

What New York Booksellers are Selling Most.

The six best-selling books in New York two weeks ago were:

1. "The House of Mirth," Edith Wharton, (Charles Scribner's Sons) \$1.50;
2. "The Conquest of Canaan," Booth Tarkington, (Harper & Bros.) \$1.50;
3. "The Gambler,"

Katherine Cecil Thurston, (Harper & Bros.) \$1.50;

4. "Ne-dra," George Barr McCutcheon, (Dodd, Mead & Co.) \$1.50;

5. "The House of a Thousand Candles," Meredith Nicholson (The Bobbs-Merrill Co.) \$1.50;

6. "Fair Margaret," F. Marion Crawford, (The Macmillan Co.) \$1.50.

Wallace Irwin has a capital skit on circulating libraries in the January number of "The Reader." Here it is:

The Buccaneer and the Books.

'Twas anno 1602. The day of course was fair.
I sailed upon the pirate ship, the Caterwauling Claire,
When up spake brutal Capting Pink, "Ye cuttle-pated loon,
ye,
Put on yer gloves and overcoat—we're goin' to maroon ye!"

"Oh Capting Pink, what have I did," sez I, "to rouse yer ire,
But spill molasses in yer boots and set yer ship afire?"
"Shove off the boat!" the Capting roars, sardonically smiling,
And fust I knowed they'd set me down upon a desert isln'."

Me shipmates wept in silence as they helped me off on shore
And made me nice and comf'table and murmured, "Aw
revere,"

Then as provisions fer me stay, as on the beach I grovels,
They left a keg o' pickled clams and a set o' seaside novels.

For three long weeks upon the beach a-strugglin' to be.ca'm
I'd read a page a' Ouida, then I'd eat a pickled clam,
Until at last one orful morn I seen with pulses strainin'
Wuz only Miss Corelli's works and seven clams remainin'!

While thus I quandered in despair, imagine, please, me
shocks—

A gang o' naked savages came troopin' down the rocks;
Jest then a wild, inspirin' thought me fevered temples beat—
I'd trade that stock o' liter'ture fer somethin' good to eat!

A savage chief walked up to me and touched me on the sleeve.
I held a novel out to him (the "Duchess," I believe).
The chief he read a page or so, and then, the first I knowed,
Jest glued his feechers to the page and muttered, "I'll be
blowed!"

In huge delight he went away, but pretty soon returned
With beer and cheese and mutton chops and almonds nicely
burned;
And when I'd eat enough he said: "If it's the same to you,
I'm all wrapped up in that there book—please lend me Vol-
ume 2."

"For years," he said, "I've been the king of this here Gumbo
Goo;
But oftentimes it palls on me with nothin' much to do—
But you have come and saved me life and brought me what I
need.
It's fun to be a cannibal with lots of books to read!"

I lent the king the book he arsked and started there and then
A circulatin' library among them savage men;
And soon the tribe got busy as the bees around the hives
To bring me gold and precious stones and vegetables and wives.

And so I built me business up and lived in wealth and pride,
Distributin' me priceless wares until the day I died;
And on them drear and barren rocks me sign's still seen, I'm
told:

Timothy Bludgeon, Buccaneer—
Books Bought, Exchanged or Sold

A Boy's Breakfast.

THERE'S A NATURAL FOOD THAT MAKES ITS OWN WAY.

There's a boy up in Hoosick Falls, N. Y., who is growing into sturdy manhood on Grape-Nuts breakfasts. It might have been different with him, as his mother explains:

"My 11-year-old boy is large, well developed and active, and has been made so by his fondness for Grape-Nuts food. At five years he was a very nervous child and was subject to frequent attacks of indigestion which used to rob him of his strength and were very troublesome to deal with. He never seemed to care for anything for his breakfast until I tried Grape-Nuts, and I have never had to change from that. He makes his entire breakfast of Grape-Nuts food. It is always relished by him and he says that it satisfies him better than the ordinary kind of a meal."

"Better than all he is no longer troubled with indigestion or nervousness, and has got to be a splendidly developed fellow since he began to use Grape-Nuts food." Name given by Postum Co., Battle Creek, Mich.

There's a reason. Read the little book, "The Road to Wellville," in pkgs.

Department of Superintendence Program.

All general sessions of the Department will be held in Warren Memorial church, Fourth and Broadway. Admission will be by membership badge or card of invitation.

The registration headquarters and Secretaries' offices will be in the parlors of the Seelbach Hotel. The round tables will meet as announced in the program.

DEPARTMENT OFFICERS.

PRESIDENT—John W. Carr, superintendent of schools, Dayton, Ohio.

FIRST VICE-PRESIDENT—John H. Phillips, superintendent of schools, Birmingham, Ala.

SECOND VICE-PRESIDENT—Miss Ida C. Bender, supervisor of primary grades, Buffalo, N. Y.

SECRETARY—Miss Ella C. Sullivan, district superintendent of schools, Chicago, Ill.

REGISTRATION SECRETARY—Irwin Shepard, general secretary N. E. A., Winona, Minn.

LOUISVILLE LOCAL COMMITTEE.

E. H. Mark Chairman
E. P. Chapin Secretary

CHAIRMEN OF SUB-COMMITTEES.

Committee on Hotels—W. H. Bartholomew, principal of girls' high school.

Committee on Halls and Meeting Places—Reuben Post Halleck, principal of male high school.

Committee on Reception—Mrs. George C. Avery, president of Woman's Club.

Committee on Entertainment—Mrs. Charles P. Weaver, president of Alumnae Club, girls' high school.

Committee on Press—Capt. J. T. Gaines, principal of commercial school.

Committee on Finance—Col. Morris B. Belknap, W. B. Belknap & Co.

Committee on Excursions—W. J. McConathy, principal of normal school.

TUESDAY, FEBRUARY 27, 1906.

9:30 A. M.

ADDRESSES OF WELCOME—On behalf of the state, Hon. J. W. C. Beckman, Governor of Kentucky.

On behalf of the city of Louisville, Hon. Paul Barth, Mayor of Louisville.

On behalf of the schools, Bishop Charles E. Woodcock, Episcopal Diocese of Kentucky.

RESPONSE by the president of the department.

TOPIC—MORAL AND RELIGIOUS EDUCATION IN THE PUBLIC SCHOOLS—(a) Means afforded by the public schools for moral and religious training.—Thomas A. Mott, superintendent of schools, Richmond, Ind. (b) The effect of moral education in the public schools upon the civic life of the community.—William O. Thompson, president of Ohio state university, Columbus, Ohio.

Discussion led by William J. Shearer, superintendent of schools, Elizabeth, N. J.

2:30 P. M.

Woman's part in public education.—Mrs. Sarah E. Hyre, member of the board of education, Cleveland, Ohio.

What kind of education is best suited to boys?—Reuben Post Halleck, principal of male high school, Louisville, Ky.

What kind of education is best suited to girls?—Miss Anna L. Hamilton, principal of Semple collegiate school, Louisville, Ky.

There are those who advocate the treatment of malarial fever without quinine, and while we are not in a position to argue the question, it has often occurred to us that the cases treated with antikamnia in connection with quinine recovered more rapidly than those treated without antikamnia. One antikamnia tablet every three hours, given in connection with quinine, will prove this.—Medical Reprints.

DISCUSSION.—F. Louis Soldan, superintendent of instruction, public schools, St. Louis, Mo.; Charles D. Lowry, district superintendent of schools, Chicago, Ill.

What kind of language study aids in the mastery of natural science?—Dr. W. T. Harris, United States commissioner of education, Washington, D. C.

APPOINTMENT OF COMMITTEES.

8:15 P. M.

ADDRESS.—The superintendent's authority and the teacher's freedom.—Oscar T. Corson, ex-state school commissioner of Ohio and editor of the *Ohio Educational Monthly*, Columbus, O.

ADDRESS.—The teaching of arithmetic in the American schools.—Prof. Simon Newcomb, Washington, D. C.

WEDNESDAY, FEBRUARY 28, 1906.

9:30 A. M.

TOPIC—MEANS OF IMPROVING THE EFFICIENCY OF THE GRAMMAR SCHOOL.

(a) Suggestions for the improvement of the study period.—Frank M. McMurry, professor of theory and practice of teaching, Teachers' college, Columbia university, New York city.

(b) Eliminations and modifications in the course of study.—Martin G. Brumbaugh, professor of pedagogy, University of Pennsylvania, Philadelphia, Pa.

(c) How can the supervising influence of grammar school principals be improved?—Lewis H. Jones, president of State normal college, Ypsilanti, Mich.

Discussion of Dr. Newcomb's address—Robert J. Aley, professor of mathematics, Indiana university, Bloomington, Ind.

General discussion.—Charles M. Jordan, superintendent of schools, Minneapolis, Minn.; Calvin N. Kendall, superintendent of schools, Indianapolis, Ind.

ANNUAL BUSINESS MEETING.

2:30 P. M.

ROUND TABLE SESSIONS.

(A) **ROUND TABLE, CITY SUPERINTENDENTS OF THE LARGER CITIES.**

SESSION IN BANQUET HALL, SEELBACH HOTEL.

LEADER.—Miss Ida C. Bender, supervisor of primary grades, Buffalo, N. Y.

TOPIC—INTERRELATION OF FUNCTIONS IN A CITY SCHOOL SYSTEM.—The city system, to what extent should it be influenced by (a) The superintendent.—

F. Louis Soldan, superintendent of instruction, public schools, St. Louis, Mo.

(b) The supervisor.—Miss Ada Van Stone Harris, supervisor of kindergartens and primary schools, Rochester, N. Y. (c)

The city normal or training school.—Mrs. Ella Flagg Young, principal of Chicago normal school, Chicago, Ill.

(B) **ROUND TABLE, CITY SUPERINTENDENTS OF MEDIUM AND SMALLER CITIES.**

SESSION IN AUDITORIUM OF METHODIST EPISCOPAL CHURCH, FIFTH AND WALNUT STREETS.

LEADER.—John Herbert Phillips, superintendent of schools, Birmingham, Ala.

TOPICS.

(1) The local training school as an agency for the preparation of teachers.—James M. Greenwood, superintendent of schools, Kansas City, Mo.; W. F. Gordy, superintendent of schools, Springfield, Mass. (2) The best means and methods of improving teachers already in the service.—William McK. Vance, superintendent of schools, Miamisburg, O.; Edwin Lee Holton, superintendent of schools, Holton, Kan. (3) The advantages and limitations of pupil government in the high schools.—W. M. Davidson, superintendent of schools, Omaha, Neb.; J. C. Fant, superintendent of schools, Meridian, Miss. (4) Methods of dealing with tardy, truant, and delinquent pupils.—George B. Cook, superintendent of schools, Hot Springs, Ark.; F. T. Oldt,

superintendent of schools, Dubuque, Iowa.

(C) **ROUND TABLE, STATE AND COUNTY SUPERINTENDENTS.**

SESSION, IN LECTURE ROOM, METHODIST CHURCH, FIFTH AND WALNUT STREETS.

LEADER.—C. P. Cary, state superintendent of public instruction, Madison, Wis.

TOPICS.

(1) The minimum salary law and how it operates.—Fassett A. Cotton, state superintendent of public instruction, Indianapolis, Ind.

Discussion.—Nathan C. Schaeffer, state superintendent of public instruction, Harrisburg, Pa.; M. Bates Stephens, state superintendent of public education, Indianapolis, Md.; Thomas C. Miller, state superintendent of free schools, Charleston, W. Va. (2) Rural school architecture.—J. W. Olson, state superintendent of public instruction, St. Paul, Minn.

Discussion led by John R. Kirk, president of State normal school, Kirksville, Mo.

(D) **ROUND TABLE FOR THE DISCUSSION OF REFORMED SPELLING.**

SESSION IN FIRST CHRISTIAN CHURCH, FOURTH AND WALNUT STREETS.

LEADER.—William H. Elson, superintendent of schools, Grand Rapids, Mich.

GENERAL TOPIC—SIMPLER SPELLING—WHAT CAN MOST WISELY BE DONE TO HASTEN ITS COMING?—E. Benjamin Andrews, president of University of Nebraska.

Discussion by Prof. George Hempel, department of English philology, University of Michigan; Pres. William Goodell Frost, Berea college; Prin. Ella Flagg Young, Chicago normal school; Dr. Simon Newcomb, Washington, D. C.; Director Melvil Dewey, New York state library; Supervisor Ada Van Stone Harris, kindergarten and primary schools, Rochester, N. Y.; Pres. David Feltmeyer, Illinois state normal university; Pres. Charles McKenny, Milwaukee state normal school; Dr. Benjamin E. Smith, editor of Century dictionary; Prof. J. Geddes, Jr., department of romance languages, Boston university.

8:15 P. M.

ADDRESS.—The Incorrigible Child.—Miss Julia Richman, district superintendent of schools, New York city.

ADDRESS.—The school court.—Ben B. Lindsey, judge of juvenile court, Denver, Col.

THURSDAY, MARCH 1, 1906.

9:30 A. M.

The examination of the eyes of school children.—John C. Eberhardt, ex-president of the American Association of Opticians, and member of board of education, Dayton, Ohio.

What should be the basis for the promotion of teachers and the increase of teachers' salaries?—James H. Van Sickle, superintendent of schools, Baltimore, Md.

The next step in the salary campaign.—

Catarrh

Whether it is of the nose, throat, stomach, bowels, or more delicate organs, catarrh is always debilitating and should never fail of attention.

It is a discharge from the mucous membrane when kept in a state of inflammation by an impure, commonly scrofulous, condition of the blood.

Hood's Sarsaparilla

Cures all forms of catarrh, radically and permanently—it removes the cause and overcomes all the effects. Get Hood's.

David Felmley, president of Illinois state normal university, Normal, Ill.

Discussion—Miss Adelaide S. Baylor, superintendent of schools, Wabash, Ind.

Phonetic key notation. — George Hempel, professor of English philology and general linguistics, University of Michigan, Ann Arbor, Mich.

Discussion—Melvil Dewey, director of New York state library, Albany, N. Y.

2:30 P. M.

TOPIC—INDUSTRIAL TRAINING IN THE PUBLIC SCHOOLS.

(a) What form of industrial training is most practical and best suited to the country child?—O. J. Kern, superintendent of schools for Winnebago county, Rockford, Ill. (b) What form of industrial training is most practical and best suited to the city child?—Charles H. Keyes, superintendent of schools, South District, Hartford, Conn. (c) Art as related to manual training.—James Edwin Addicot, principal of Newman manual training school, New Orleans, La.

Discussion.—L. D. Harvey, superintendent of schools, Menomonie, Wis.

REPORT OF COMMITTEE ON RESOLUTIONS.

SOCIETIES MEETING WITH THE DEPARTMENT OF SUPERINTENDENCE.

THE NATIONAL SOCIETY FOR THE SCIENTIFIC STUDY OF EDUCATION.

Edwin G. Dexter..... Urbana, Ill.
Manfred J. Holmes, Secretary, Normal, Ill.

GENERAL TOPIC—THE TEACHING OF ENGLISH IN ELEMENTARY AND HIGH SCHOOLS.

A comprehensive outline study of the general topic will be presented in the society's fifth year book by George P. Brown, of Bloomington, Ill. Discussion will focus upon the following aspects of the problem:

- (a) The point of view.
- (b) Preliminary view of general principles involved.
- (c) Method in primary grades.
- (d) Method in grammar grades.
- (e) Method in high school grades.

The year book will be mailed to members Feb. 1. Others wishing copies should send to M. J. Holmes, secretary, Normal, Ill.

Three sessions will be held:

Monday, Feb. 26, 4:30 p. m., LECTURE ROOM, FIRST CHRISTIAN CHURCH. (A business meeting for active members only.)

Monday, Feb. 26, 7:45 p. m., WARREN MEMORIAL CHURCH. (Open meeting.)

Wednesday, Feb. 28, 4:00 p. m., LECTURE ROOM, FIRST CHRISTIAN CHURCH.

EDUCATIONAL PRESS ASSOCIATION OF AMERICA.

C. W. Bardeen, President, Syracuse, N. Y.
Harlan P. French, Sec'y, Albany, N. Y.

WEDNESDAY, FEBRUARY 28, 1906.

2:30 P. M.

SESSION IN PARLOR A.

Papers will be presented by S. Y. Gillan, editor of the *Western Teacher*, and Mrs. Eva D. Kellogg, editor of *Primary Education*.

SOCIETY OF COLLEGE TEACHERS OF EDUCATION.

J. E. Russell, Chairman, New York, N. Y.
M. V. O'Shea, Secretary, Madison, Wis.

SESSIONS WILL BE HELD IN PARLOR B., SEELBACH HOTEL.

A paper on "The Principles of Education" will be presented by Prof. John A. McVannel, of Teachers' college, Columbia university, New York city.

Discussion by Prof. John Dewey, of Columbia university; Prof. Frederick E. Bolton, of Iowa university; and Professor Bergstrom, of Indiana university.

The paper will be printed and distributed to members before the meeting.

HOTEL RATES.

SEELBACH HOTEL—Headquarters.—European plan—Room without bath, one person, \$2.00 to \$2.50 per day; two

persons, \$1.50 to \$1.75 each. Room with bath, one person, \$3.00 to \$4.00 per day; two persons, \$2.25 to \$3.00 per day each. Two adjoining rooms, with bath, two persons, \$2.50 per day each; three persons, \$2.25 each, and four persons, \$2.00 each. Large room with bath, accommodating from six to ten persons, \$1.00 per day, each.

GALT HOUSE.

European plan—Room without bath, \$2.00 per day, one person; two in room, \$1.50 per day, each; room with bath, one person, \$2.50 to \$4.00 per day; two in room, \$1.50 to \$2.50 per day, each.

LOUISVILLE HOTEL.

American plan—Room without bath, \$3.00 to \$3.50 per day, each. Room with bath, \$3.50 to \$5.00 per day, each person.

European plan—Room without bath, \$1.50 to 2.50 per day, each. Room with bath, \$2.00 to \$3.50 per day, each. The above rates are based on two persons in a room. Proportionately higher rates for single person in room.

THE OLD INN.

Rates the same as the Seelbach.

WILLARD HOTEL.

American plan—Room without bath, \$2.00 to \$2.50 per day. Room with bath, one person in room, \$3.00 per day; two in room, \$2.50 each.

FIFTH AVENUE HOTEL.

American plan—\$2.00 to \$2.50 per day, each person.

THE WAVERLY HOTEL.

American plan—\$2.00 per day, one or two persons in a room. Many double rooms have baths.

SENNINGS EUROPEAN HOTEL.

One person, \$1.00 per day; two, 75 cts. each.

RUFER'S HOTEL.

American plan—Rooms 75 cts. to \$1.00 per day for each person.

There are many large first-class boarding houses in which room and board can be had at reasonable rates. Persons desiring such accommodations will please write W. H. Bartholomew, 420 W. Walnut street, Louisville, Ky.

GENERAL INFORMATION.

REGISTRATION.

All who attend the Louisville meeting are requested to register on arrival, at the desk of the REGISTRATION SECRETARY IN THE PARLOR OF THE SEELBACH HOTEL.

ADMISSION.

Admission to the main floor of the Convention Hall and to the meetings of the Round Table Sessions of the department will necessarily be confined to ACTIVE AND ASSOCIATE MEMBERS OF THE N. E. A. AND THOSE HOLDING LOCAL ADMISSION TICKETS.

MEMBERSHIP BADGES, ADMITTING TO ALL SESSIONS, may be obtained of the REGISTRATION SECRETARY at the Seelbach Hotel. Former active members, not in arrears, WILL HAVE NO DUES TO PAY AT THIS MEETING; associate members will pay a fee of \$2.00 for the year 1906.

All who are eligible are invited to become ACTIVE MEMBERS of the association.

MEMBERSHIP.

Teachers (and others eligible) may become ACTIVE (permanent) MEMBERS by paying an enrollment fee of \$2.00 and the annual dues (\$2.00) for the current year. This will secure a copy of the Asbury Park volume, with accompanying special committee reports, an advance report of the Louisville meeting of the Department of Superintendence, and all other privileges of active membership.

ONLY ACTIVE MEMBERS OF THE N. E. A. MAY VOTE OR HOLD OFFICE IN THE DEPARTMENT OF SUPERINTENDENCE.

ANY PERSON may become an ASSOCIATE MEMBER by paying \$2.00. This will secure the privilege of attending the meetings; a volume of proceedings of the NEXT

ANNUAL MEETING, which will include a report of the Louisville meeting; and the advantage of reduced rates for return railroad fare, under the provisions noted elsewhere; but will not entitle the person to voting privileges.

ADVANTAGES OF ACTIVE MEMBERSHIP.

1. Active and permanent connection with the National Educational Association and its work.

2. Publication of name (with titles of degree, if any), and educational position in the active membership list, which now constitutes the most valuable educational directory issued.

3. The annual volume of proceedings without "coupon" or other conditions, together with special reports, bulletins of information, and other publications issued by the association.

4. The privilege of voting, holding office, and sharing in the business management of the association and its departments.

5. Many special privileges at the time of the annual convention which are extended to active members as the delegate and representative body of the association.

AFTER-CONVENTION EXCURSION.

The committee on excursions has arranged for an excursion to the celebrated Mammoth Cave for the benefit of the members of the department and their friends.

The rates are as follows:

Railroad fare, round trip	\$3.25
Hotel, per day	2.00

Long route thru cave	1.50
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Short route thru cave	1.00
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These rates are only one-half the usual rates except for the hotel. The management of the Louisville and Nashville railroad requests those who contemplate making the trip to write as soon as possible to the chairman of the committee on excursions. Additional information will be given on application.

Russia's Czarina.

Perhaps no one is better qualified to give an interesting and unbiased account of the private life of the czarina than Miss Isabel L. Hapgood, who spent a summer at Tzarskoe-Selo. She says, in *Harper's Bazar*: "A charming, simple home is the Alexander palace. But there is one room which must, I think, have been—must still be—supremely painful. It is the library, paneled with mirrors, against which are affixed like brackets, small half models of all the vessels in the navy—the mirror completing the image. I had the use of that library during the summer I spent at Tzarskoe-Selo, and paused most frequently (after selecting my book) before the old circular Popovka, named after its designer, Admiral Popoff. Not in this palace does the Czarina have to wear the adaptation of the national costume which Katherine II. established as the court dress; that is reserved for "national" days at court, such as New Year's day, the Epiphany, Easter, and so forth. That is the costume which, in miniature, and in pretty adaptation of the *kokoshnik* (or coronet), the empress has provided for her four intelligent and attractive little daughters on special occasion. Such is the coronation gown (in cloth of silver), which is preserved, together with all accessories, down to the gloves, fan, stockings, and slippers, in the museum of the Kremlin in Moscow.

"If the Czarina is sadder, somewhat less sunny than of yore, one can pardon her and understand it; it is a trying position for a young woman to feel that every eye is watching her slightest gesture and movement, with critical intent—especially for a shy young woman. Her sweetness and helplessness should have appealed to the chivalry of the men and the warm-heartedness of the women, as far more sympathetic than a perfectly self-possessed imperial air."

The Educational Outlook.

A generous citizen of Los Angeles, Cal., has given to the public schools of the city 500 rose bushes to be placed in the school gardens. The gift comes from Mr. Frank F. Chase, of the Chase Nursery Company, of Riverside.

For the first time in the history of the school, the graduating class of 1906 of the Oswego, N. Y., state normal school is without a male representative. The class day exercises were held on the evening of Jan. 27. The class includes twenty-four members.

The teachers' institute of Lewis county, Washington, begins on the morning of Feb. 19. It is hoped that this will be the best session of the institute ever held in the county, in which there are, at the present time, about 125 school districts.

Mr. J. Willis Baer, for several years past secretary of the young people's department of the Presbyterian Board of Home Missions, has resigned his position. He has already been elected president of Occidental college, at Los Angeles, and he will move to the West with his family at once.

Mr. W. Leland Thompson has been appointed a member of the board of education at Troy, N. Y., for a term of six years.

The manual training department of the San Antonio, Texas, high school has started actual work. The apparatus includes twenty lathes and a ten-horse power motor. Since the installation of the lathes the number of pupils in the department has nearly doubled. The trash boxes for the city will be made by the pupils and work on them has commenced.

Edgewood, Ga., is sorrowing over the resignation of Colonel C. W. Smith from the school board. Colonel Smith has done much toward securing for the city its present up-to-date school facilities. He gives as his reason for severing his connection with the board that his other public positions take so much of his time that he feels it necessary to relinquish at least one of them.

Mr. Egbert B. Johnson, who was graduated from the Albany normal college, in 1846, as a member of the first class, died of pneumonia on Jan. 30. Mr. Johnson was eighty-five years old. He was born near Poughkeepsie, and his father served in the war of 1812. He held a custom house position in New York under the Lincoln administration, and was a friend of the late James G. Blaine.

Hampton institute has developed into a great industrial school, combining the trades with the education needed to furnish teachers for the elementary schools of the South. It has long been supported by annual subscriptions. These have maintained a steady income, but the time has come when its endowment should be brought to a point where the institution should be freed from the necessity of constantly seeking means. The work of the institute is apparent all over the South in other schools, of which that of Tuskegee is the most conspicuous. It represents the steady movement in the negro race to win its rights by proving its capacity to deserve them.

The Schoolmasters' Club of Western New York state enjoyed a banquet at Syracuse a couple of weeks ago. Supt. Henry E. Emerson of Buffalo addressed the club on the topic, "Is foreign Immigration Likely to Endanger American Institutions?" The speaker took an optimistic view of the subject and presented statistics showing remarkable

results among the foreign-born after their arrival in this country. He compared the relative illiteracy of the native and foreign-born.

The urgent need of a detention house is being discussed in Harrisburg, Pa. School officials and the police are arguing the necessity of a place where incorrigible children and those ill-treated at home may be properly cared for. The solution of the problem is believed to be the erection of a home in a rural district where youthful offenders may be given instruction in mental and manual pursuits, in healthful, wholesome surroundings. In this way, they believe, the children now sent either to jail or allowed to run the streets under bail can be saved to become good and useful citizens.

Harrisburg has at the present time no house of detention of any kind.

School Inspection in Syracuse.

Several months ago the plan of inspecting the health of the school children of Syracuse, N. Y., was started. Dr. J. N. F. Elliott, who has made the examinations, states in his report, issued a few days ago, that he inspected thirty-four public schools and nine parochial schools and re-inspected ten public schools between Sept. 29 and Jan. 1. He examined 19,400 pupils, and his discovery of scarlet fever cases aided largely in checking the spread of the disease.

The sum of \$3,500 is provided in the tax budget for a daily inspection of the schools. It will provide salaries for ten physicians to receive \$250 each. Each physician will be assigned to a group of four or five schools and he will be expected to visit those schools daily in search of contagious diseases.

Superintendent for Patchogue.

A census of the Patchogue, L. I., school district recently completed shows a total population of 5,615 within the prescribed limits. Its population numbering more than 5,000, Patchogue is entitled to a local superintendent of schools. At a recent meeting of the board of education, Dr. W. E. Gordon, who has been principal of the schools for the past twenty-five years, was appointed superintendent at the same salary he has been receiving, \$1,700 a year.

The state gives \$800 extra where a superintendent is employed, and this amount will be added to the next appropriation to the district. Twenty-six teachers are employed in the schools, and there are more than 1,000 pupils enrolled.

Knowing How to Read.

The Massachusetts legislature some time since passed a law which went into effect on Jan. 1, 1906, requiring that every minor under sixteen years of age employed in any business, be able to read. The mill owners of Ludlow had established evening schools two or three months previous to Jan. 1, thinking that they could thus set their minor employees so they could read by the time the law went into effect. Some thirty-six of these pupils presented themselves to the superintendent of schools, Mr. Walter E. Gushee, to be tested, and he turned down all but six.

As a test, Mr. Gushee asked them to read Aesop's fable of the "Fox and the Grapes," and at its conclusion he asked each one whether the fox got the grapes or not. All but six thought he did, so Mr. Gushee declined to give certificates to all but those six.

This roused the wrath of the mill people, who claimed that "to read" meant pronouncing the words so that they were intelligible to a listener who understands the English. Superintendent Dushee was parents. This is the A B C in the train-

backed up in his stand by Sec'y George H. Martin of the state board of education. Other superintendents in various sections of the state have followed Mr. Gushee's example, and just now the Ludlow superintendent is one of the most talked of men in Massachusetts.

Superintendent Gushee has maintained a high standard of efficiency in the schools of Ludlow and Agawam ever since he took charge of this district in 1893. He is a Maine man, born in 1869. After attending the grammar and high schools of Appleton, his native town, he entered the Castine normal school, from which he was graduated with honor. For six years he taught in Maine, and then he came to New York state, serving as principal of the Cincinnati academy and training school for four years. He was later principal of the high school and superintendent of schools at Penacook, N. H., becoming superintendent at Ludlow and Agawam in 1901.

Rights of the Boy.

A greatly appreciated talk was given on the evening of Jan. 29, before a meeting of parents and teachers at the Francis street school, Ithaca, N. Y., by Prin. Emory L. Mead, of the Utica Free academy. Principal Mead's subject was "The Rights of the Boy." The boy has the right to good parentage, morally sound and reasonably intelligent, said the speaker. Parentage is of immense importance and it will cling to the child thru life. The child has a right to conditions which will make him a good, strong, healthy animal. This must come before anything else. The rest will come later. The business of every boy is to be strong and later to develop into Christian manhood. The requisites are good food, well prepared, good clothes, and the opportunities for a large amount of play. One is robbing the child of his most precious birthright if he robs him of his right to tough, sturdy play.

Others of the boy's rights, as suggested by Principal Mead, included the following:

The boy has the right to love. It is a common animal instinct to care for the young. But there is a higher love. The supreme test is not to provide all the comforts, all the advantages of higher education, but it is for the father and mother to "give up every one of their bad habits," that the boy may have a good example.

The boy has the right to a training. Many boys are broken like colts; but few are trained. The one way requires patience and the other merely a temper. The boy will be the better if he is "trained." He has the right to several kinds of instruction in the school and along the lines of health. The schools are remiss in the matter of physical training of boys in our cities. The boy has the right to be trained to make good, strong men with control of their muscles and healthy nerves. Nervous prostration is known in no other country. It is called by foreigners "Americanitis." We ought to counteract the over intellectual and under physical training.

The boy has the right to the confidence of his parents, in all that that means. The attitude which one has toward another is productive of the same feeling in that other. Where trust is wisely shown by the parents, it is returned by the child.

Boys are entitled to courteous treatment. It is as bad to be impolite to them as to older people. It is really worse in that the effect is worse.

The boy has the right to firm treatment. There is a difference between firmness and crossness. They also have the right to the good examples of the parents. This is the A B C in the train-

ng of the young. The boy has a right to an example of which he need not be ashamed.

The group of buildings of the Carnegie technical schools, to be devoted to the training of women in the practical duties of life, will be known as the Margaret Morrison Carnegie school for women. The name is given in accordance with the expressed wish of Mr. Andrew Carnegie.

New York City.

Dr. Maxwell has become convinced that he was legally wrong in requiring certain applicants for License No. 1 to pass the academic examination. The examination, he finds, should have been conducted by the board of examiners and not by him. He has, accordingly, licensed the graduates of the Normal college who did not pass the examination, and whom he had refused to put on the eligible list.

Several courses of free public lectures given under the auspices of the board of education, of special interest to teachers are to be started this month. Among them is a course on "The Life, Religion, Art, and Symbolism of Egypt," to be given by Prof. Walter S. Perry, director of fine arts in Pratt institute, at the Museum of Natural History. Mr. William Burnet Tuthill began, on Feb. 1, a course of four lectures on "Architecture," at Public School 135, First avenue and Fifty-first street. Dr. Stephen Pierce Duggan has started a series on "American Government," at Public School No. 122, on Harrison avenue, Brooklyn.

An exhibition of drawing, sewing, construction work, shop work, and cooking will be held at Public School No. 14, March 13, 14, and 15, also in conjunction with Richmond Borough Teachers' Association on the evening of March 15. The

The pupils of two of the Utica, N. Y., night schools listened, on the evening of Jan. 29, to a most helpful address from Mr. Benedict, the superintendent of the Utica schools. Dr. Benedict's address was in the form of an illustrated lecture on the United States, with stereopticon views. The lower room of the school was crowded with students, who were greatly interested. At the conclusion of the address a warm vote of thanks was extended the speaker.

main purpose of the exhibition is to give teachers an opportunity to familiarize themselves with the nature of work which is being done in other schools, with resulting exchange of opinion and broadening of horizon. The public is invited, and a generous representation of the citizens of the borough is hoped for.

To Increase Power of Board.

Two bills have been introduced in the New York state legislature aiming to transfer to the board of education of New York city some of the powers at present held by the board of examiners, the board of superintendents, and the city superintendent. The bills, if passed, will remove Dr. Maxwell from membership in the board of examiners, providing for a fifth member to be appointed by the board of education.

The latter board is to determine, subject to state laws, the academic and professional subjects in which examinations are to be held, also the times, places, and circumstances under which the examinations are to be conducted. Assistant examiners are to be nominated by the board of examiners. The examiners are to determine the ratings, but licenses are to be issued in the name of the board of education, and signed by the president and the secretary of the board.

In the Shadow of Vesuvius.

Naples is a city of types. Where else where one or two, or half a score or half a hundred quaint figures might attract, here every member of that *popolino* that surges thru the Abasso Porto and its neighboring streets carries material for the pen, the brush, or the scalpel of the sociologist.

* * * * *

"In and out of the crowded street wander a thousand peripatetic venders. There is the water seller, who sells all sorts of drinks at a penny a glass. Indeed, the lemonade is but a farthing; and, tho' all comers drink from the same glass, the water is cold, and the juice of a lemon, picked that morning, is squeezed into the glass. The Neapolitan has no use for plain water as a beverage. He wants it flavored, and the splendid water-supply which the city government has put in makes no difference with his tastes.

There is no need for milk inspection in Naples. Cows and goats wander amicably thru the streets, stopping at the doors of patrons to be milked; and the goat-man even drives his amiable little beast upstairs to serve second-story customers. One of the idioms of the populace to express poverty is *Passa la vacca*—"The cow passes"; that is, there is no money to buy milk; a serious matter in a land of innumerable babies.—From "Neapolitan Character Studies," by Minnie J. Reynolds, in *Four-Track News* for September.

What is Home Without It?

In *Harper's Bazar* Mr. Morris thus describes the sitting-room of a healthy person: "Besides the table that will keep steady when you work upon it, and the chairs that you can move about, the good floor, and the small carpet which can be bundled out of the room in two minutes, there must be a bookcase with a

great many books in it, a bench that you can sit or lie upon, a cupboard with drawers, and unless either the bookcase or the cupboard be very beautiful with painting or carving, pictures and engravings on the walls, or else the wall itself must be ornamented with some beautiful and restful pattern, then a vase or two, and fireplaces as unlike as possible to the modern mean, miserable, and showy affairs, plastered about with wretched sham ornament, trumpery of cast iron and brass and polished steel offensive to look at and a nuisance to clean. To these necessities—unless we are musical and need a piano, in which case, so far as beauty is concerned, we are in a bad way—we can add very little without troubling ourselves and hindering our work, our thought, and our rest."

Rediscovered Portrait by Da Vinci.

A curious discovery has been made in regard to a picture painted on a wooden screen which for two centuries has been kept in the Ambrosian library at Milan. The painting has been known as a portrait of Lodovico il Moro, Duke of Milan, and was attributed to the school of Luini. Recently it was noticed that the lower portion was darkened by black pigment, evidently the addition of some modern restorer. This was removed, and a hand, bearing an inscription, with musical notes, and the words "Cantus Amoris," was disclosed.

The portrait thus turns out to be that of a musician, probably Franchino Gaffurio, at one time musical director of the Milan cathedral, and painted by Leonardo da Vinci about 1483. It is the only known portrait of a man by Leonardo. The picture is well preserved.

Between Sessions.

In a school-room the first primary grade was listening to the teacher reading a description of Columbus' first voyage to America. The history was written in words of one syllable.

The teacher reads: "Queen Isabella sold her gems to help Columbus."

"Now, children," she said, "who can tell me what gems are?"

Instantly Robert sprang to his feet, his hands waving frantically and his eyes flashing.

"Well, Robert," she said.

"Biscuits!" yelled Robert.—"Boston Herald."

The editor of the Holdenville (Ind. T.) *Tribune* has evidently walked along the "rose strewn" pathway of the country newspaper editor, and he expresses his gratification as follows: "How'd you like to be the editor, and in the sanctum roost, and skim thru old exchanges and write for Jones a boost; and give young sport a calling down, Old Skads a ripping up, describe Miss Dash's new silk gown and praise Bill Syke's bull pup? To take in three-odd dollars and pay out sixteen more, to scheme to make two dollars do the work of more than four; to clip and paste, and sweat and swear, and in your pants big holes to wear; to cuss your luck and write hot stuff, be slow to anger, quick to bluff, dun old subscribers, ne'er get blue, go chase up news at 7:02? I think it is just lovely, and so, no doubt, do you(?)".

Eligible.

A Southern senator says that one of the best and briefest speeches that he ever heard in the upper house of Congress was one of four words delivered by Senator Proctor, of Vermont. This speech, it appears, was a retort to a sarcastic fling by a colleague from Massachusetts. He had said: "No man in Vermont is allowed to vote unless he has made two thousand dollars trading with Massachusetts people."

Whereupon Proctor arose deliberately and observed: "And we all vote."—*"Harper's Weekly."*

Boston, But No Beans.

Mr. Sam Davis, of Carson City, Nevada, contributes to the Jan. 20th issue of *Harper's Weekly* an article in his best vein of humor, entitled "Fleeting Impressions of Boston." Mr. Davis was disappointed in Boston. He finds that one must have grown up, married, and become the father of a family in order to know one's way about the city. But his keenest disappointment was in the matter of beans, which he found to be practically extinct in the Massachusetts capital. He was unable to find them listed on the menus of good hotel dining-rooms, and when he finally managed to secure some at a cheap restaurant, he found them greatly inferior to those which he was accustomed to get in Carson City, where, he says, he has a domestic who doesn't know Boston when she sees the map of Massachusetts, but who can whip the Hub to a standstill when it comes to beans.

The Friendly Hand.

When a man ain't got a cent, an' he's feelin' kind o' blue,
An' the clouds hang hard and heavy, an'
It's a great thing, O my brethren, for a
feller just to lay
His hand upon your shoulder in a friendly
sort o' way!

It makes a man feel curious; it makes the
tear-drops start,
An' you sort o' feel a flutter in the region
o' the heart.
You can't look up and meet his eyes; you
don't know what to say,
When his hand is on your shoulder in a
friendly sort o' way. J. W. RILEY.

Spent \$50 With Doctors.

Got Barber's Itch From Shaving—Worse Under Doctor's Care—Cured by One Set of Cuticura—Cost \$1.

"I want to send you a word of thanks for what the wonderful Cuticura Remedies have done for me. I got shaved and got barber's itch, and doctored with my own doctor, but it got worse all the time. I spent in all about fifty dollars with doctors, but still it got worse. A friend of mine wanted me to try the Cuticura Remedies. As I had tried everything, I was discouraged. I bought one set of the Cuticura Remedies (Soap, Ointment, and Pills, cost \$1.00), and they cured me entirely, so I cannot praise them to much. I would be willing to do most anything for the promotion of a cause like the Cuticura Remedies. They are wonderful, and I have recommended them to everyone where occasion demanded it. I think every family should know about the Cuticura Remedies where they have children. Allen Ridgeway, Station Master, the Central Railroad Company of New Jersey, Barnegat Station, N. J., Oct. 2, 1905."

Positions in Porto Rico

For the school year 1906-07, the Department of Education of Porto Rico desires to engage a considerable number of American teachers for elementary schools. Minimum salary, \$540 per school year of nine months. Normal or college graduates preferred. Especially good opportunities for young men. Full information may be obtained by addressing

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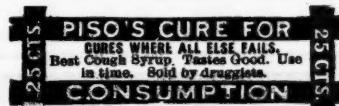
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**Gen. "Joe" Wheeler.**

From the New York Times of May, 30, 1898: Gen. "Joe" Wheeler, the famous Confederate cavalry leader, took the oath to-day as Major-General of the United States army for the Cuban campaign. He is the first Confederate officer to have taken the oath of service in the army of the United States.

Says Stonewall Jackson to "Little Phil": "Phil, have you heard the news?" "Why, our 'Joe' Wheeler—'Fighting Joe'—has gone and joined the Blues!"

"Ay, no mistake—I saw him come—I heard the oath he took—And you'll find it duly entered up in yon great Record Book."

"Yes, 'Phil,' it is a change since then (we give the Lord due thanks), When 'Joe' came swooping like a hawk upon your Sherman's flanks!"

"Why, 'Phil,' you know the trick yourself—but 'Joe' had all the points—And we've yet to hear his horses died of stiff or rusty joints!"

"But what of that?—the deed I saw to-day in yonder town Leads all we did and all 'Joe' did in trooping up and down;

"For, 'Phil,' that oath shall be the heal of many a bleeding wound, And many a Southland song shall yet to that same oath be tuned!"

"The oath 'Joe' swore has done the work of thrice a score of years— Ay, more than oath—he swore away mistrust and hate and tears!"

"Yes, yes," says "Phil," "he was indeed a right good worthy foe, And well he knew in those fierce days to give us blow for blow!"

"When 'Joe' came round to pay a call—the Commissaries said—Full many a swearing, grumbling 'Yank' went supperless to bed."

"He seemed to have a pesky knack—so Sherman used to say—Of calling when he should by rights be ninety miles away!"

"Come, Stonewall, put your hand in mine—'Joe's sworn old Samuel's oath, We're never North or South again—he kissed the Book for both!" —JOHN JEROME ROONEY in The New York Times.

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